

DOCUMENT RESUME

ED 098 140

SO 007 939

AUTHOR Dunlap, Robert L., Ed.
TITLE Individualizing the Social Studies, Why Not?
INSTITUTION Illinois Council for the Social Studies.
PUB DATE 74
NOTE 69p.
JOURNAL CIT The Councillor; v34 n1 April 1974

EDRS PRICE MF-\$0.75 HC-\$3.15 PLUS POSTAGE
DESCRIPTORS African American Studies; Community Resources;
 *Curriculum Development; *Educational Strategies;
 Humanities Instruction; *Individualized Instruction;
 Individualized Programs; Instructional Materials;
 *Social Studies; Social Studies Units; Teacher
 Developed Materials; Teaching Techniques
IDENTIFIERS *Learning Activity Packages

ABSTRACT

The 11 articles in this issue of The Councillor focus on individualized social studies instruction. Nolan Armstrong reviews several studies of individualized social studies programs and their fundamental assumptions. C. Frederick Risinger discusses some existing individualized programs and their implementation problems. Three suggestions for using individualized instruction with local resources are offered by Gerald Danzer, Linnea Ghilardi, and Theresa Kasprzycki. G. Galin Berrier offers suggestions for writing learning activity packets with performance objectives, while techniques for individualizing a primary grade social learning skills program are detailed by Kevin Swick. Richard Clark outlines the staffing, objectives, and content of an individualized humanities program. William R. Heitzmann describes his individualized unit on Afro-American studies, Patrick O'Donnell and Robert Lang relate their individualization of social studies through literature, and Wilma Lund tells of her unit on communication. John McAteer writes of individualizing the preparation of social studies student teachers and Allen Kemmerer of providing a primary resource from which inservice teachers can implement secondary school projects. (KSM)

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The Cuncilor

VOLUME XXXIV

APRIL - 1974

NO. 1

Official Publication Of The Illinois Council For The Social Studies

INDIVIDUALIZING THE SOCIAL STUDIES, WHY NOT??

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The
Councilor

Individualizing
the
Social Studies,
Why Not?

Edited by
Robert L. Dunlap

April 1974

Printed in cooperation with
The Illinois Council For the Social Studies

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INDIVIDUALIZED INSTRUCTION — PANACEA OR POSSIBILITY

by Nolan Armstrong

"In education, unfortunately, there is a great furor about whatever is announced as the latest trend, and the schools seem to careen erratically after each Pied Piper in turn. This giddy chase keeps them almost beyond earshot of the researcher standing in his tiny, laboriously tamped patch of solid ground, crying in a pathetic voice 'Wait for me; Wait for me'."⁽⁷⁾

As one reviews the curriculum changes in social studies education, it appears that social studies educators are guilty of this type of behavior also. As federal and state monies became available for special projects and or instructional materials, many educators were caught up in the innovative movement without an examination of the assumptions, objectives, and or pertinent evaluative techniques underlying the change. As one examines the behavior of State Offices of Education the same charge may be applied. For example, the movement toward behavioral objectives in teacher education, the consumer economic education mandate, and the urge to individualize instruction may be positive benchmarks in the improvement of instructional practices, but there are some serious questions to be answered before such approaches are mandated and before the desirable goals of these well-meaning directives can be fulfilled.

The topic "individualized instruction" is of current interest to most educators as it is "in". But what are some of the assumptions underlying this movement; and where is the balance between the traditional role of the teacher and the use of the educational hardware associated with the new approach? Which students can benefit from individualizing instruction? What content and/or social studies objectives can best be facilitated by individualized instruction? Are there certain skills, content, attitudes and other desirable objectives of social studies instruction that can be best attained in non-individualized instruction?

A review of the literature concerning individualized instruction in all subject areas in grades seven through college seems to indicate no significant gain in cognitive achievement when compared to traditional instructional techniques. Some of the positive spin-offs of Independent Study were 1) the greater student respect for the instructor along with 2) the students perceiving a greater sense of closeness to each other and liking the subject better.⁽¹²⁾ Another interesting facet of individualized instructional process was the greater student academic achievement when structured by the teacher versus structuring by the student.^(12, 5)

DR. NOLAN ARMSTRONG is an Associate Professor of Secondary Professional Education at Northern Illinois University at DeKalb, Illinois.

What factor appears to be the single most important predictor of the student's ability to profit from individualized instruction?

Some relevant studies include that of Congreve⁽¹⁾ who reports that 36% of the freshmen at the University of Chicago Laboratory School did not favor independent study, even though individuals' critical thinking ability as measured by the Watson Glaser Critical Thinking Appraisal instrument, significantly increased over that of individuals in traditional classes.

Margarones⁽¹¹⁾ reports that non-intellectual factors such as initiative and self-discipline are the critical factors to successful independent study. Britton⁽¹²⁾ reports that successful trial experience followed by G.P.A. were the better predictors of success in Individualized Learning programs and would seem to reinforce the positive self-concept variable. Robert⁽¹³⁾ found that high school seniors reporting a positive self-concept make greater uses of Individualized Learning situations than seniors with poor self-concepts. Gehring⁽⁹⁾ reports that students who choose Individualized Instruction tend to score high on the personality characteristic of dominance and low on abasement.

Cornell and Lodato⁽¹⁴⁾ report that Mooney's Problem Checklist of emotional adjustment was a better predictor of success in independent study than a teacher's perception. Baskin's⁽¹⁵⁾ study indicates that personality traits are more important than academic ability for successful independent study. Chickering⁽¹⁶⁾ reports that both personality factors and academic ability need to be considered when selecting individuals for independent study.

One long term study of individual student characteristics as variables in individualized study which is of particular interest is that of Gropper and Kress⁽¹⁷⁾. They report on research concerning individualized instruction through pacing procedures. Students were matched by I.Q. and achievement for the first of three experiments. The first experiment was to discover the effect of and efficiency of self-paced instruction in independent study. Results showed that if students completed the programmed instruction rapidly, there was an increase in errors. This was especially true for the slower student. Surprisingly, the achievement gains as measured by pre and post tests were about equal for both the high and low I.Q. students. The lower I.Q. students, who theoretically were to pace themselves according to their ability, did do better than those low I.Q. students who rushed through. It was also discovered that some high ability students were inefficient learners in that they worked too slowly. The results of this phase of the research led to the conclusion that self-pacing by students is ineffective for maximum achievement.

The second phase of the project consisted of fixed-paced programmed instruction in which the students were matched according to their demonstrated rate of work and a minimum degree of achievement as measured by tests. All of these subjects had been "qualified" as "good" students before they were accepted as subjects for this experiment. The researchers concluded that even among academically inclined higher ability students having fast or

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slow work rates, fixed-paced programming is superior to self-paced in terms of effectiveness and efficiency of instruction. As a matter of fact, highest ability self-pacers who worked rapidly did not score as high as lower ability, slower working students from this experimental group that were paced. This implies the necessity for even more fixed-paced programming for "good" but lesser ability students to attain effectiveness and efficiency of instruction.

The third phase, involving TV instruction, consisted of a high-fixed pace of presentation where the teacher was to strive for high group achievement through prompting and correcting errors (which takes time). The rate of errors increased as the tempo increased and when left uncorrected, resulted in a higher rate of achievement than when time was taken to make corrections.

The researchers made the following conclusion, from their three-phase research project: 1) Students seem to be able to work at different rates of speed and possibly a student's rate may vary in different subjects, hence, all students should be screened as to their achievement and paced according to their rate of efficient work. The student of lower ability doesn't need a watered-down course but a slowed-down course. 2) More efficient performance will result from a faster tempo for fast work rate students, who experienced less error at the faster tempo than slow work rate students of equivalent achievement ability. (The slow work rate among the students was attributed to their reading speed, habit, or both). 3) Since the results indicate the greater effectiveness of the fixed-paced programs, it seems logical to have a two-track curriculum — one for slow work rate students and one for fast work rate students for each subject. Thus, effectiveness and efficiency can be achieved in an orderly fashion without the splintering of classes in a not-too-effective self-seeing situation.

Attempting to implement the findings of research on individualized study the author worked with teachers in grades 7-12 engaged in social studies instruction and found the following procedure to be generally effective:

The students are instructed to achieve certain levels, reading levels, and personality characteristics. A profile is given to each student that indicates his/her degree of proficiency in content areas, his/her level of intellectual skills and abilities, and dimensions of his/her personality. If the student's scores indicate a specified level of achievement in one area, the student can move on to level achievement in another area. In the area of responsiveness and self-concept, if the student has knowledge of independent study, the student can move on to the next area. The student can proceed, however, in any sequence he chooses. Learning can be completed.

Students who score below one of the specified levels are paced through to where content instruction until certain specified goals are reached. Thus, the professional role of the teacher encompasses that of a diagnostician and prescriber in order to intelligently individualize. The student benefits from greater student-

oriented instruction as he achieves specified goals for his grade level. Once this level is achieved he responds to the pay-off of greater choice in the content to be studied or the academic area to be studied.

In order to develop the students' cognitive skills, instruction is based upon Gagné's model of types of learning. This model requires the teachers to have specific instructional objectives in the content realm firmly in mind, and proceed in questioning strategies from the simple to complex development of relevant concepts.

The other major task of the teacher is to provide a varied learning environment which provides pacing and tasks at levels appropriate to the students' ability and nature and through which the students can have success experiences to facilitate students positive self-concepts, sense of responsibility, and attitudes and values favorable to success in independent in-school or beyond-school learning. Although this is a big task, it is the role of the professional social studies teacher and a commitment which he or she will enthusiastically accept in his class, school and community.

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INDIVIDUALIZED INSTRUCTION: PROCEED WITH CAUTION

by C. Frederick Risinger

Individualized Instruction is the latest in a long series of "innovations" or trends to emerge as the number one topic at social studies conferences and in the professional literature. As usual, a major innovation knows no disciplinary boundaries, and various formats of individualized instruction are being studied and implemented throughout the curricula at all educational levels. Actually, individualized instruction, in one form or another, has been more frequently utilized in the past by our science, math, or business education colleagues than by social studies educators.

In the elementary schools, various formats of individualized instruction have been packaged and their impact has been felt nationally. Individually Guided Education (IGE), Individually Prescribed Instruction (IPI), and The Westinghouse Program for Learning in Accordance With Needs (PLAN) program have been implemented into hundreds of schools across the country with various degrees of success. The November 1973 issue of **Phi Delta Kappan** contains an analysis and comparison of these three programs by Ronald E. Hull. Each has its strong points and should be examined by teachers and administrators concerned with individualizing education at the elementary level (Project PLAN can also be utilized at the secondary level.)

Generally, the method of individualizing instruction at the junior high and senior high levels is to create learning "packets" or "modules" which allow students and teachers to break free of the lockstep approach that has typified social studies education for so long. These packets are called by various names including LAPs (Learning Activity Packets), ILPs (Individualized Learning Packages), and SPALMs (Self-Paced Activity Learning Modules). Although each has unique characteristics depending upon the school in which it was developed and the skills of the teacher who prepared it, there is frequently a somewhat standard format. Each module or packet will contain (1) a statement of introduction and rationale; (2) specific learning objectives stated in generally behavioral or performance terms; (3) a pretest to determine the skills and knowledge possessed by each student prior to beginning the packet; (4) learning activities specifically designed to meet the objectives; (5) a formative test or self-test to help the student determine his/her progress; and (6) a final or summative test which generally mirrors the learning objectives and serves as the prime evaluative tool for both student and teacher. In addition to these components, in-

C. FREDERICK RISINGER was social studies chairman at Lake Park High School from 1964-1973. He is presently coordinator for School Social Studies at Indiana University, Bloomington, Indiana.

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Individualized learning packages may contain a value statement, a list of affective objectives, alternative learning activities that provide choices for the student within each package, and a final section called "quest", "in-depth study", or something similar. This last facet encourages self-initiated, in-depth study of some topic generally associated with the packet. These activities could be termed "enrichment" since they frequently call upon the student to progress far beyond the minimum competencies called for in the packet.

There are several reasons for the tremendous interest in individualized instruction being shown by social studies teachers. The concept of "el-pac'd" instruction whereby each student is able to progress at a rate commensurate with his ability has been a goal of educators for more than a century. The move toward "humanizing" or "personalizing" the schools provides additional support for departments and individuals dissatisfied with the lockstep approach which is still the predominant format in American education. The twin desires to be more relevant and to increase student motivation in the social studies give additional impetus to the movement.

Today, scores of secondary schools throughout Illinois and the nation are exploring individualized instruction and are writing "packet's" of instructional activities which will, hopefully, fulfill the somewhat crass expectations mentioned above. Some schools in Illinois, such as Quincy High H., Lincoln High School, and Ridgewood High School (Norrid) are either exploring or actually implementing a school-wide program of individualized instruction. In many others, social studies departments are busy breaking down their texts materials into manageable packages and, with books by Mager, Popham, and others in hand, writing behavioral objectives, and developing learning activities.

As a former high school department chairman and now as a statewide consultant, my general perceptions of the program are positive. When set into operation by committed teachers skilled in package preparation and individualized instruction, the goals of the program are frequently realized. Student attitudes toward social studies and student achievement usually improve. However, as with many innovations, such as "I am teaching the majority in third and fourth schedules", many teachers and schools adopt a program without the essential skills and resources necessary to achieve effective implementation.

So it is with individualized instruction. Schools which have initiated a project which have had to retreat from their position as innovation for students, parents, and teachers become "child" students instead of "adults" for a few weeks, then plan and a begin again in February. Grade schools in particular, but so did the number of "A's" and "B's", and the problem of what to do about both the "upset" children, already or later added a new set of frustrations to replace some of the old ones.

Most of the difficulties encountered with individualized instruction projects are procedural or logistical and can be overcome by

creative and flexible educators. Two issues, however, must be met head on if individualized study packets are to fulfill their promise.

First of all, objectives must rise above the lower cognitive levels. The obsession with quantitative measurement and measuring achievement frequently encourages teachers to write objectives which seldom ask the students to do much more than recall facts, list factors, and summarize material. This is unfortunate, since ample materials exist to assist teachers preparing instructional packets in writing objectives and designing activities at higher cognitive levels. Unless this is accomplished, the learning packets will be more boring to both student and teacher than the old "read 20 pages and do the odd questions at the back" approach.

Second, communication and interaction between student and teacher and among students is absolutely essential for the social studies. If controversial issues and societal dilemmas are not defined and analyzed, and if hypothetical solutions are not made, discussed, challenged, and defended, then social studies educators will have abdicated one of their most important duties.

Several schools have devised ways to encounter these twin dilemmas. At Lake Park High School in suburban Roselle, Illinois, the social studies department has developed one method. It is not one that can be accomplished once a week after school or in a two week summer workshop, but it seems to have possibilities for long-term success. Beginning in 1970, the social studies department at Lake Park embarked on a program of self-assessment and improvement that eventually led to two six week summer workshops designed to end repetition in the curriculum, develop a coordinated sequence of social studies concepts and generalizations, and establish a program of process and skill objectives. By 1972-73, each course was divided into units which listed specific cognitive and process objectives stated (generally) in performance terms. The progression to a program of individualized packages became simply one more step in a series of logical, sequential events. The science departments' success and national acclaim in individualizing their program provided both a stimulus and a model of experience from which to gain valuable knowledge. In March, 1973, the department submitted a Title III proposal for funding to continue the project, which had been supported by local funds until this time. The proposal was approved for a three-year period beginning July 1, 1973. Although it is likely that progress would have continued, it is doubtful that similar resources of time, money, and personnel could even have been marshalled.

The Lake Park plan is similar to the model described in the earlier section of this article. Each packet contains a few well-defined objectives and learning activities designed to help students meet them. Paraprofessionals assist in preparing and distributing the packets and in the record-keeping that is so essential to the success of the program.

The Lake Park staff has made a concerted effort to write objectives at the higher cognitive levels. In one experimental unit

dealing with the American Revolution, students are asked to synthesize political motivations of historical characters by examining their environment and societal experiences. In another, dealing with anthropology, students analyze a hypothetical environment and then develop strategies essential for survival in that environment. Additionally, the Lake Park Plan requires frequent seminars, debates, and other discussions as integral facets of the learning experience. As students complete one part of the packet, they sign up for a seminar which will be arranged when the appropriate number of students have reached that point. In this way, essential communication skills and interest-building discussions are not eliminated from the curriculum.

Individualized learning packages comprise only one way of meeting the needs of all students. In social studies education, individualizing cannot be allowed to mean depersonalizing. The Lake Park Plan is still in its first year of operation and the staff is learning more and more each day. Early results show increased learner interest, student achievement, and faculty morale. Other Illinois schools have experienced similar results. Hopefully, social studies teachers will examine various models of instructional design to gain from these prior experiences.

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INDIVIDUALIZING INSTRUCTION WITH LOCAL RESOURCES: THREE SUGGESTIONS

by

Gerald A. Danzer

Linnea Ghilardi

Teresa Kasprzycki

One of the major functions of the social studies is to help students acquire a sense of time and place. History tends to be a dead subject until one places one's self in the procession through time; geography leans toward dullness until one recognizes the spatial dimension to one's own existence; and we may proceed through the other disciplines with a similar refrain. The point is a truism. Until a student perceives the concerns of the social studies impinging on his own life, he will be getting what some call a schooling rather than an education.

A basic problem in customizing the social studies for each locality (indeed, for each individual) is that most of our curricular materials are designed for an expanded market. They focus on national developments and general trends, using specific examples only for illustration or enumeration. Teachers planning to individualize instruction have a golden opportunity to connect the general conclusions of the textbook with the specific situation of the local community. The idea, of course, is not new. Using the immediate locality as a springboard to the wider world is as old as instruction in the social studies. Nineteenth-century manuals on teaching usually had a chapter or two on this very topic. Recently, however, the emphasis has been on comprehensive curriculum projects, materials with widespread appeal, and contributions with national visibility. Social studies teachers in the United States do not have a full-length manual on teaching local history in print. Their colleagues in Great Britain, by contrast, have a half dozen. It seems that American educators have more to learn when crossing the Atlantic than visiting Summerhill.

ILLINOIS: A HISTORY OF THE PRAIRIE STATE

As far as I know, the last comprehensive manual on Illinois history for teachers and students was compiled by Paul M. Angle and Richard L. Beyer in 1941. The helpful pamphlets by Olive Foster, William L. Burton and Victor Hicken have helped to bridge the gap, but the need for an updated **Handbook of Illinois History** remains.¹ This situation reflects a long period of neglect of Illinois state history by writers for the general public. Although **The Cen-**

LINNEA GHILARDI teaches history at Glenbrook North High School in Northbrook, Illinois. TERESA KASPRYZCKI is currently a graduate student at the University of Illinois at Chicago Circle. DR. GERALD A. DANZER is an associate professor of history at the same institution.

tennial History of Illinois, published in five volumes in 1918-1920, was a classic state history and provided a model for other states to follow. It stimulated the production of only one general history of the state, Theodore Calvin Pease's **The Story of Illinois** (1925).

After 47 years the situation has finally been redressed with the appearance of Robert P. Howard's **Illinois: A History of the Prairie State** (\$10.95, Grand Rapids: William B. Eerdmans, 1972). Comprehensive in scope, balanced in coverage, thoughtfully organized, nicely paced, and quite readable for the average high school student, this one-volume account will be a boon for teachers and students alike. Instructors will do well to think of it as a compendium of suggestions for individual student projects and assignments. For example, the book contains a three-page discussion of early automobiles manufactured in Illinois, a brief section on the state's misfortunes with state-owned internal improvements, a chapter entitled "Almost A Slave State," as well as brief sketches of the career of Elijah Lovejoy, John Peter Altgeld, Jane Adams, Frank Lowden, Al Capone, Adlai E. Stevenson, and a host of others. The narrative proceeds from the beginning with "Thank God for Glaciers" to the contemporary situation: "The Constitution of 1970." Although the general organization is chronological, the chapters often tend to be topical—"Preachers, Presses, and Abolitionists," "The Working Man Organizes," "The Great Depression."

Robert P. Howard is a veteran political reporter and a devotee of Illinois history. In his attempt to compile a comprehensive account, he has understandably sketched many topics only in brief outline. The Indian, it seems to me, is given cursory treatment. But, and this is an essential point for the book's use in the schools, almost every page carries footnotes discussing the relevant secondary literature. In addition, there is a twenty-five page bibliography which school librarians will peruse to great profit. The publishers have supplied a rather extensive index, a brief chronology, a scattering of illustrations and a score of helpful maps. The latter are especially well adapted for instructional purposes because they deal with only one topic at a time and are drawn in bold, simple fashion. Unfortunately, the last map portrays the area burned in the Chicago Fire of 1871. The following century is, alas, uncharted! The lack of a general map of Illinois shown, counties and principal towns is a regrettable shortcoming.

A more serious flaw is the tone of the work which announces that it will recount "the struggles and accomplishments of the men and women who settled and civilized Illinois" and explains "why Illinois inevitably became one of the greatest of the American states" (p. xxiii). As mentioned above, the Indians are neglected and, as the reader might guess, minorities have grounds for complaint. Fortunately, this type of rhetoric is largely confined to the introduction and the innocuous conclusion: "The roster of heroes is long, with hundreds providing inspiration for the generations to come, in confidence that the story of Illinois has just begun and that

the Prairie State will continue to undergo great changes, whatever, they might be" (p. 570)

Howard's study is in no sense an interpretive essay or a philosophical discussion; it is an outline, a synthesis, and a guide to further study. As such it will earn an honored place on the social studies teacher's bookshelf and in the school libraries.

The volume provides springboards for student projects, places to begin rather than a place to finish. It affords background materials for student papers, reconstructions, tapes, films, interviews, collections, photographic essays, and creative writing projects. The following examples of creative writing provide some suggestions in this direction. Both have been prepared in a Colloquium on the Teaching of History and Related Disciplines offered each quarter at the University of Illinois at Chicago Circle. Linnea Ghilardi's free verse poem is meant to be illustrated with slides and/or films. It may be used by students as the script for an audio-visual project; or, hopefully, it will encourage the writing of additional scripts for similar projects by other classes. The "Reflections" by Teresa Kasprzcki not only provide a sense of place and a mood of the city, but become in themselves a significant commentary on our civilization.



CHICAGO: CITY OF CONTRASTS

by Linnea Ghilardi

- Chicago:** where Marshal Field clock ticks high above two million day-after-Thanksgiving shoppers, and only Uncle Mistletoe could put that finishing touch on Christmas.
- Chicago:** where seasons switch as quick as the landscape — from the slush of State-and-Madison January to the breeze of Belmont-Harbour July. And through the year the Windy City blows and blusters and billows and blasts; Lake Michigan swallows Outer Drive and Edgewater Beach stands with an empty stare.
- Chicago:** city of worship, where Buddhist, Bahai, and Baptist rub shoulders and pray; where temples flood on Friday night, cathedrals bulge on Sunday morn, and Christian Science testimonies are heard at noon on Wednesdays
- Chicago:** city of work, where white collar and blue collar and starched collar punch clocks; where Andy Frains punch tickets, and teamsters punch each other. Commuter trains, parking lots, 9-to-5, happy hour, lunch with the girls, coffee break at 10, on Monday morn we start over again.
- Chicago:** city of learning, where the "best and the brightest" head for NU or UC, and the "bottom of the barrel" sign up at the Y. Computer programming, data processing, public relating, newspaper editing, nursing, doctoring, horsing around RN, PhD, MD, MBA, DDS, DVM, BA and BS.
- Chicago:** city of entertainment, where a good time depends on only enough imagination to open the Sunday Tribune — and only enough money to open a bank Second City, Lyric Opera, Ivanhoe, Top-of-the-Rock; Shubert; Biggs, the Bakery, Burger King; Orchestra Hall, Auditorium, Arie Crown; Mister Kelly's, Don the Beachcomber, Gaslight, Playboy, the counter at Walgreen's, Sam's Bar and Grill
- Chicago:** city of contrasts, landscape of paradox
- Chicago:** one-time hog-butcher, past-time hobnobber, part-time huckster, hustler, and hack
- Chicago:** city of mammoth proportions, where Hancock dwarfs Prudential and Grant Park rivals Watergate
- Chicago:** convention center, Civic Center, Bears' center, daily center for Mid-America's millions The Gold Coast, the gold-diggers, the ditch-diggers; the Loop "L", Lakefront, Lincoln Park, Lee Phillip, Larry Lujack, Flynn, Daley, and Coleman.

- Chicago: where Eisenhower runs east-west, Kennedy heads up north, and Dan Ryan keeps on truckin'. The wealth of the world huddles close to Chicago — Lake Forest, Northbrook, Oakbrook, Kenilworth — worth their weight in energy crises.
- Chicago. a town with four great daily newspapers and a columnist who's a step-ahead-of-the-Daley; a town where Water Towers are more familiar than Watergates; where John Hancock is more than a signature; where the Gold Coast is inland and Rush Street is for relaxing. Where Marina City, like two giant corncobs, is the only reminder that this once was a hick town.
- Chicago. with a world-renowned symphony that's as organized as General Motor's and an Impressionist collection that really makes an impression.
- Chicago: with shopping to dazzle every eye and pocketbook—from Kresge's on State Street, where a tennis ball goes for 39c, to Abercrombie's, where the rackets sell for half a grand.
- Chicago: city of bums and boondoggliers, brains, brass, and brilliants; bunnies, bar-flies, bridegrooms and B-girls; bridge-builders, bridge-fitters, bridge-players, bridge-jumpers.
- Chicago: city of is, and was, and will be; skyline of large and small, old and new, bright and dull, colorful and drab.
- Chicago: something for all, and all for something — for the ever-changing heart of America and the ever-changing skyline of man.



REFLECTIONS

by Teresa Kasprzycki

As I turned slowly and peered off into the distance, the realization came to me that I was completely alone. I sensed motion nearby and perceived a multihued object whiz by. It came and went without even deigning to notice my existence, thus underscoring my isolation. Its very passing, however, posed a question: What was I doing here? The question seemed to hang in the air even after the form hissed impersonally by, its hard lines and smooth planes finally fading off into the grayish half-light in the distance.

This question nibbled gently at my mind as I ambled on, surveying my surroundings, searching for impressions. The pulsating thrum in the air filled all the shadowy recesses of this inhuman place. It was implacable, inescapable. The sound seemed to be incorporated into the very fabric of my environment, mirrored visually in the grayish shapes regularly spaced in rows all the way to the horizon. Occasional staccato flickers of light and motion served only to remind me that I was the only person here.

A green haze pervaded the air and washed me in its glow. It seemed to transform my very clothes and skin into something drab and squalid. The illumination was not uniform in intensity, but nearly so, and was not emanating from a single spot. Rather, it glared from a series of sources at regular intervals, strung out in dashed lines parallel to the rows of gray shapes, sometimes hidden by them. There were no shadows — or, there were shadows only . . .

Visibility upward was limited to several feet by a dense, dirty gray cover. In fact, looking up was like looking down, with the exception of the puddles of liquid at my feet that did not appear overhead. If everything were inverted, it would hardly be noticeable.

The landscape is static, its immobility broken by no disturbance. The occasional flickers and motions serve only to underline its unchanging uniformity. My passing here appears to make no difference, leaves no traces, no "footsteps in the sand," transient as those may be. I am powerless here, unable to change anything. This is not a place for people. The barrenness, the unyielding hardness, the sharp, straight lines, the monotonous featurelessness and indifference all accent the fact that humans are superfluous here.

'So, what was I doing here? Nothing. I turned and walked back to my conveyance. I entered. I seemed more secure, now that I had isolated myself from the isolation outside. Things seemed to fit much better now as I joined the other cars driving up the ramp into the sunshine, away from lower Wacker Drive — "The Emerald City."

FOOTNOTES

1. Olive S. Foster, Illinois: A Students' Guide to Localized History (New York: Teachers College Press, 1968). William L. Burton and Victor Hicken, eds., Studies in Illinois History (Macomb: Western Illinois University, 1966).

WRITING LEARNING ACTIVITY PACKETS WITH PERFORMANCE OBJECTIVES

by G. Galin Berrier

Social studies teachers in Illinois have been hearing a great deal lately about the need to adapt their teaching to some form of individualized instruction. They are also being asked — if the directives emanating from the Office of the Superintendent of Public Instruction are to be taken seriously — to re-think their teaching aims in terms of some kind of behaviorally-stated performance objectives. Predictably, classroom teachers often respond that their professional preparation has left them ill-equipped to undertake such tasks, and that in any case there is little time in the typical teaching day for such ambitious and time-consuming endeavors.

One possible approach to this problem is a summer workshop, such as the one I organized for eight United States History teachers from various high schools in Township High School District 214 during the last two weeks of June, 1973. We spent approximately one-half of our time during the first four days of the workshop learning how to write behaviorally-stated performance objectives by working together through Units 1 through 5 of "Designing Effective Instruction" (available from Central Programmed Teaching, San Rafael, California 94903). These included differentiating between cognitive objectives and affective objectives, understanding and using the main components of an objective (behavioral terms, conditions, and standards), classifications of objectives (oral, discrimination, and motor performance), and writing criterion tests. The remainder of our time was spent working, both individually and together, on Learning Activity Packets.

A Learning Activity Packet — or LAP — is "a self-contained set of teaching-learning materials designed to teach a single concept or idea and is structured for individual and independent use in a continuous program." Our LAPs centered on such topics as free speech, intolerance, cultural superiority and expansion, the South as a "colonial minority," the influence of geography on American culture, a step-by-step test and fiction about the Plains Indians, and learning in American history. My own LAP, concerned political communication, was deemed to me to be a timely topic in the the U.S. of Watergate.

All of our LAPs shared the same basic format: (1) a statement of the basic concept or achievement to be taught; (2) a list of performance objectives; (3) an outline of a series of lessons or learning strategies; (4) a post-test; (5) an optional "first activity" for more highly-motivated students; (6) an evaluation form with which to obtain student feedback in order to revise and im-

G. GALIN BERRIER is department chairman at Forest View High School, Arlington Heights, Illinois

prove future editions of the LAP; and (8) a list of resources for the teacher.

The basic concept for my LAP on political courage was stated as follows. "Political courage consists of the willingness to act in the national interest on a public issue against the wishes of one's constituents, even at the risk of defeat at the polls in the next election." The various sub-concepts included the following:

1. Acts of political courage are inhibited by pressures on public officials to be liked, to be re-elected, and to accede to the wishes of special interests.
2. Impeachment is the formal accusation that a public official has committed "high crimes and misdemeanors." It is similar to the indictment of an ordinary citizen by a grand jury. It does not mean he has been tried and found guilty of any wrongdoing.
- 3 A protective tariff sets relatively high duties on goods imported from other countries. Its purpose is not to raise revenue, but rather to provide a measure of protection for domestic industries by raising the cost of competing foreign goods.
4. An **ex post facto** law is one which makes crime and punishment retroactive. That is, it punishes a person for committing an act that was not a crime at the time he committed it.
- 5 Politics in America after the Civil War and Reconstruction was not conducive to the development of political courage. Instead, it was characterized by (a) a close alliance between business leaders and politicians, (b) a mediocrity of leadership in politics on all levels, (c) graft and corruption on a large scale in government, and (d) no significant differences between the two major parties.
- 6 Political honesty is related to political courage, and consists of political capacity rather than personal morality.
- 7 The Nuremberg war crimes trials arose from the conduct of the leaders of Nazi Germany during World War II and raised difficult and as yet unresolved questions about what constitutes impartial justice

This list of major concept and sub-concepts is designed for the use of the teacher only, and is not reproduced for student use. The student has all the guidance he needs from the list of performance objectives and from the lessons themselves. If the student does have a copy of the concepts, he may be able to "answer" the questions in the lessons without going through the desired learning activities.

However, it is important that the student be given at the outset a list of the performance objectives for the LAP so that he knows exactly what performances are expected of him. These objectives specify both the conditions and the degree of accuracy to be expected.

1. Having read Chapter 1 of John F Kennedy's book **Profiles in Courage**, the student will list with 100% accuracy the **three** pressures on public officials which tend to inhibit courage.
2. Having viewed the slide-and-tape program "Politics in the Gilded Age," the student will list with 100% accuracy the **four** characteristics of politics during this period.
3. The student will answer with 100% accuracy criterion test items on the concepts of impeachment, protective tariff, and **ex post facto** law.

There are other performance objectives, including some which are **affective** in nature:

- 8 Students will voluntarily read other chapters in **Profiles in Courage** in addition to those specifically assigned.
- Since affective objectives are designed to evaluate the students' attitude toward or enthusiasm about the subject, they are **not included** in the list of performance objectives given to the student in advance. Affective goals tend to appear much more nebulous than cognitive goals, but they are too important to be left entirely to chance. It is possible to identify visible performances to use as acceptable indicators of internal behavior. But if these goals are made too explicit to the student, he may feign interest or enthusiasm where none exists; he may be interested in and enthusiastic about a better grade rather than about the subject itself!

The first lesson in the LAP is introductory in nature:

LESSON I

INTRODUCTION: WHAT IS POLITICAL COURAGE?

When you hear the word "politician", what's the first thing that comes into your mind? "Crooked"? "Devious"? It's probably not a favorable picture that forms in your mind when you hear the word, is it? The word "statesman", on the other hand, has a much more favorable connotation*. "Statesman" seems somehow to suggest someone above mere "politics", doesn't it? President Harry S Truman once said that "a statesman is a politician who's been dead fifty years"! Perhaps he meant by this that actions taken in the heat of the moment—actions that are politically controversial—can't be viewed calmly and dispassionately until many years later, after the clamor has died away and a new generation of politicians takes the stage of history.

It often seems that those political leaders who are most controversial in their own time are also those most likely to be regarded as "great" by succeeding generations. One thinks, for instance, of such presidents as Andrew Jackson, Abraham Lincoln, Franklin D. Roosevelt—and Harry S Truman himself. Of course, many would

***Connotation:** The suggested meaning of a word apart from its explicit meaning: "Information has a good connotation, while "propaganda" has a bad connotation."

say that Truman doesn't really belong in the same league with "Old Hickory", "Honest Abe", and F.D.R., but even his critics will usually give Harry credit for political courage—for his willingness to do what he believed was in the best interests of the country, even if it was very unpopular with a majority of those who elected him. Think of the uproar when Truman "fired" General of the Army Douglas MacArthur as our commander in Korea in 1951! Regardless of who was right and who was wrong in that controversy, it took courage for the President to take the political action he did.

When we elect a public official to office, what do we expect of him? Do we expect him to be wiser than we are, and better informed? If so, then he must be the "expert" who knows best. Or do we expect him to accurately and faithfully reflect the views of his constituents^{**} as indicated by letters or newspaper opinion polls? If this is what we want, then he doesn't have to be any wiser or better informed than we are, does he?

Think about this question, and discuss it with your teacher before proceeding with the rest of this lesson.

Now, read Chapter 1, "Courage and Politics", in John F. Kennedy's prize-winning book, **Profiles in Courage** (pp. 1-18). Then write answers to the following questions:

1. What are the three pressures on public officials which, according to Kennedy, serve to inhibit or prevent acts of political courage?
2. How does Kennedy answer the question we posed about whether a public official should exercise his own judgment or simply record the wishes of a majority of his constituents?

* * *

Before beginning the first lesson of the LAP, the student should take the pre-test to determine how much he already knows about the concept to be explored. The pre-test for this LAP called, for instance, for brief definitions of the two concepts impeachment, protective tariff, and *ex post facto* law. They are considered further in the second lesson.

LESSON 2

DEFINITION OF TERMS

Before we consider three cases studies in political courage, the student should terms you will need to know. Edmund Ross was involved in the trial of impeached President Andrew Johnson; Grover Cleveland's act of political courage in vetoing veterans' pensions also involved the protective tariff; and Robert A. Taft believed the Nuremberg war crimes trials violated the constitutional prohibition against *ex post facto* laws. Using your United States History textbook—and particularly the **Index**—write a complete

^{**}Constituents. Those who elect a representative to a legislature or other public body.

but concise definition, **in your own words**, of (1) impeachment, (2) protective tariff, and (3) **ex post facto** law.

Now, answer the following questions:

- 1 Since President Andrew Johnson was impeached, why was he allowed to complete his term of office?
2. If the rates of a protective tariff are higher than those of a revenue tariff, why is it that a revenue tariff brings in more money to the U. S. Treasury?
3. The law making the murder of a President a Federal offense was passed August 28, 1965. Why couldn't Lee Harvey Oswald (had he not himself been killed by Jack Ruby) have been tried and convicted under this law?

* * *

In the post-test, administered at the end of the unit, mastery of these sub-concepts is tested by the following items:

1. Impeachment of a public official means the:
 - a. issuance of an indictment by the U. S. Supreme Court
 - b. bringing of formal charges by the House of Representatives
 - c. filing of formal charges by the U. S. Attorney General
 - d. trial on charges of wrongdoing by the U. S. Senate
2. A **protective tariff** is a tax on goods:
 - a. produced by American industry to raise revenue.
 - b. imported from abroad to raise revenue.
 - c. imported from abroad to encourage domestic industry.
 - d. produced at home to encourage domestic industry.
3. An **ex post facto** law is one that:
 - a. declares a state of martial law in case of rebellion or insurrection.
 - b. punishes an act committed before the law against it was passed
 - c. authorizes arrests without warrants or writs of habeas corpus
 - d. punishes a person without formal indictment or judicial trial.

* * *

Lesson 3 in the LAP is based on Chapter 6 in **Profiles in Courage**, while the fourth lesson is based on the film "Edmund G. Ross" in the **Profiles in Courage** television series. Lesson 5 is based on a locally-produced slide-and-tape program on "Politics in the Gilded Age," while Lesson 6 is centered on Benedetto Croce's brief essay, "Political Honesty." Lesson 7 involves the film "Grover Cleveland", also from the **Profiles in Courage** series, and the eighth les-

son is based on a reading assignment about Cleveland.¹ Lesson 9 goes with the film "Trial at Nuremberg", while Lesson 10 is based on a short reading dealing with the Nuremberg war crimes trials.² The eleventh lesson is based on Chapter 9 in **Profiles in Courage** and the twelfth accompanies the **Profiles in Courage** film "Robert A. Tait." The concluding lesson goes with Chapter 11, "The Meaning of Courage" in Kennedy's book.

Following the post-test for the LAP is this optional "Quest Activity":

"Now that you have completed the post-test on this LAP, we hope you will be sufficiently intrigued by the concept political courage to attempt your own 'profile in courage'. It is easy enough, it seems, to find examples of public officials today who lack courage, integrity, or even simple honesty—the newspapers are full of them! But is this the whole story—or even the most important part of it?

"John F. Kennedy gives some other examples you might like to pursue further in **Profiles in Courage**, Chapter 10, "Other Men of Political Courage". (pp. 198-207). How about Representative Jeanette Rankin of Montana, who voted against declaring war both in 1917 and 1941? Wayne Morse of Oregon opposing the war in Vietnam? Or Paul Douglas of Illinois defending it? Charles Percy opposing President Richard Nixon's Supreme Court appointees? Or Governor Richard Ogilvie's sponsorship of a state income tax for Illinois? Perhaps you can come up with an even better example!"

* * *

All eight of our LAPs were reproduced by the district and made available to all United States History teachers in Township High School District 214's eight high schools. We hope they will experiment with them, improve upon them, and use the format to develop even better LAPs of their own. A true individualized instruction program in United States History will depend upon the development of a large number of LAPs available to students. But even if this does not happen, the two-week workshop was nevertheless a valuable learning experience for the participants, all of whom profited from the exchange of ideas with each other. All agreed that they would encourage colleagues from their own schools to participate in a similar workshop in the future.

FOOTNOTES

- 1 The quotation is from a LAP on "How to Prepare a Learning Activity Packet" by Allan A. Glathorn and Gardner A. Swenson, revised and edited by Chris G. Foulos and Dennis E. Reiss. It is available in unpublished form from Westinghouse Learning Corporation, P. O. Box 30, Iowa City, Iowa 52240. It served as the model for the basic structure and format of our LAPs.
- 2 Reprinted in Russel Nye (ed.), **Modern Essays** (Chicago, 1953), pp. 272-275.
- 3 From Richard Hofstadter, **The American Political Tradition and the Men Who Made It** (New York, 1948), pp. 179-185, Chapter 7, Part IV, on Grover Cleveland.
- 4 Handout 23, "The Nuremberg Trials", to accompany Chapter 26, Section 2 of Curry, Sproat and Cramer, **The Shaping of America** (New York, 1972).

SUGGESTIONS AND TECHNIQUES FOR INDIVIDUALIZING YOUR PRIMARY GRADE SOCIAL LEARNING SKILLS PROGRAM

by Kevin J. Swick

It is now common place for primary grade schools to individualize their mathematics, reading, language arts, spelling, and science programs to meet specific needs of each child in the school. Unfortunately, these same schools are often reluctant to individualizing social learning programs. The arguments put forth as a rationale for not individualizing social learning are: (1) the subject matter of social studies (and specifically social learning) is too nebulous to codify, (2) the social learning process is too complex to assess at an individual level, (3) the scope of social studies programs is so broad that to individualize the curriculum would by necessity eliminate important subject matter, and (4) an individualized social studies program would by definition be detrimental to the major purpose of social studies which is to promote "social living" and "social study" habits and skills among learners.

Could it be that those who argue against individualized social studies and social learning programs do not understand the concept of individualization. For example, subject matter specialists in any field of study would agree that no school program can accommodate the entire field of study of the respective field or discipline. Most subject matter specialists would agree that school programs in any field of study can present the major concepts and topics of that field to individual learners while allowing room for smaller and greater coverage of the material according to the needs of each learner. In the same respects subject matter specialists and learning theorists would assert that although the social learning process is indeed complex, it can be organized and presented to accommodate the different needs and learning patterns of individual students.

The social studies and social learning program can be individualized throughout the school curriculum. For example K-12 curriculum can be organized into three broad skill categories: social science skills, social study skills, and social learning skills. Each of these skill areas can be individualized according to major concepts, study techniques, and learning behaviors needed for students to function effectively in a changing world society. Diagram A presents such a K-12 individualized social studies model.

DR. KEVIN J. SWICK is Associate Professor of Elementary Education at Southern Illinois University, Carbondale, Illinois.

Diagram A
A K-12 Individualized Social Studies Model

- I. Social Science Skills**
 - A. Historical Skills**
 - 1.
 - 2.
 - B. Sociological Skills**
 - 1.
 - 2.
 - C. Psychological Skills**
 - 1.
 - 2.
 - D. Political Science Skills**
 - 1.
 - 2.
- II. Social Study Skills**
 - A. Observation Skills**
 - 1.
 - 2.
 - B. Critical Thinking Skills**
 - 1.
 - 2.
 - C. Reference Study Skills**
 - 1.
 - 2.
 - D. Vocabulary Development Skills**
 - 1.
 - 2.
- III. Social Learning Skills**
 - A. Self Concept Skills**
 - 1.
 - 2.
 - B. Family Identity Skills**
 - 1.
 - 2.
 - C. Community Identity Skills**
 - 1.
 - 2.
 - D. Expanding World Identity Skills**
 - 1.
 - 2.

Clearly the format presented in Diagram A is only indicative of one way to individualize the social studies program. Indeed, the sketch presented in Diagram A can be elaborated upon or modified to meet the individual needs of a specific school district. More specific formats can be used in each of the social studies skills

areas. And specific grade or phase levels can be accommodated with further development of this model.

For example, the social learning program at the primary grade level might utilize an individualized skills social learning sheet to record individual progress in this skill area for each chld. An example of this technique is presented in Diagram B.

Diagram B

Individualized Social Learning Progress Sheets

Child's Name	Grade-Phase Level	
Social Learning Area	Skill	Teacher Assessment Comments
I. Self Identity	A. B. C.	
II. Family Identity	A. B. C.	
III. Community Identity	A. B. C.	
IV. Expanding World Identity	A B. C.	

The format presented in Diagram B. provides the primary grade teacher with an individualized system of assessing the social learning skills of children without imposing a set of pre-determined criteria for conducting such assessment. Individualized instruction is not a system where each child must progress through each learning component the same way or in the same order. Individualized instruction is not an instructional procedure where learners study alone and are isolated from their peers. Rather individualized instruction is a procedure for organizing the school and classroom in such a way so as to meet the individual needs of each learner.

HUMAN VALUES THROUGH HUMANITIES

by Richard L. Clark

The Beginning

Our team taught Humanities course was born six years ago when two of us with strong backgrounds in history and English brainstormed over coffee and smoke in the teachers' lounge at Ottawa High School, Ottawa, Illinois. Ottawa is a factory and farming town of 20,000 located at the confluence of the Illinois and Fox Rivers, 75 miles south and west of Chicago and 15 miles from Starved Rock State Park. Our school was rather traditional in its offerings, so when we first conceived the idea of crossing departmental lines of music, art, history, and English, plus initiating the team teaching concept, we probably seemed like academic Quixotes for our environment.

We were philosophically convinced, however, that much of what we taught was pigeonholed knowledge, and we wanted to break those bounds to show the interrelatedness of subjects. Bringing separate subject matter pursuits together would better enable a student to understand himself, his morals, his culture. We further believed that the pupil could prepare himself better for the use of leisure time if he were knowledgeable about the arts.

Because of my experience using the thematic approach with accelerated classes, I believed that this approach over chronological, historical, types, or great ideas, was what might be successful. After a summer of planning, a year of visiting Humanities programs, and lots of borrowing and formulating, we decided we were ready to organize "our" course.

Staffing

The next step was gathering five or six teachers who might get excited about our Humanities proposal. We, along with interested teachers and administration, decided that persons from art, music, English, history, and someone from our media center would compose our team. We worked always with the basic assumption that no one person could be expected to have such a wide range of interests or background preparation to alone handle an interdisciplinary approach. Nevertheless, we wanted most team members to be able to teach at least two subject matter areas in order to encourage stimulating and effective "teaming." The mix and overlap is good for us, and we continually stimulate one another.

Currently, our team consists of the director, Richard Clark, teaching in areas of English, history, and philosophy, with strong interests in art; John Fisher, in art with a masters degree in pottery; Nancy Clark, in English, with strong music background; Ralph Tolle, in history with strong interests in anthropology; Ken

RICHARD L. CLARK is director of team humanities at Ottawa High School, Ottawa, Illinois

Inman, in history and English, Tom Fatten, in music with jazz interests, and Charles Hearn, head librarian in the media center

Objectives

After the team was formulated we decided to operate within the system as much as possible but still do the innovating that we felt was necessary to achieve our ends

The course objectives were, and still are, ones that we believed we could live with, not just something that would look good on paper.

- 1 This is a course in which "The proper study of man is man," where human values are a fit subject for study.
2. This course will include literature, art, music, and history. In keeping with the O.T.H S philosophy, "we feel that all fields of knowledge are interrelated and that every area can contribute significantly to each student's intellectual growth."
- 3 This course will provide an environment not for the elite, but for students of different abilities and interests.
4. The learning experience will be one that is arrived at inductively.
5. The aim of this Humanities program will be the development of attitudes, values, and judgments with freedom to act and react to new materials and ideas
6. This course will give students who may enter rigid vocational programs in college or who may not attend college at all, the beginnings of a liberal arts education

Organization

A smooth and successful course depends on constant attention to organizing students, teachers, and units Our 100 plus enrollment, mostly seniors, find themselves at different times, in a large group, in four or more classroom groups, small discussion or project groups, or in small group or individual independent pursuits The task is planning "who goes where, when, and does what, and for how long" The full year program is organized into six thematic units: Man and Adjustment, Man and Nature, Man and Religion, Man and Humor, Man and Love, and Man and Technology. Within each unit, then, we plan "rotations" For example, when Group A is in music for six days, Group B is in English, C in art, and D in history At the end of six days the groups rotate to different subjects, teachers or teams, and locations The "rotation schedule" is broken up with such large group activities as films, speakers, field trips, or media presentations Occasionally a whole rotation will be scheduled for the large group together Each student earns a grade for each rotation, and these are channeled to the master gradebook and averaged for a grading period All planning and coordination is facilitated by the team meeting in a common conference period, a "must," we feel for any team operation of this size

The Program

Man and Adjustment appropriately leads off the year. The number and intensity of human adjustments at the teenage time of life concerns every student, and these they ponder in small groups discussions and essays. Moreover, they are making adjustments to an entirely new set of procedures and responsibilities in their Humanities course. For most students, Humanities represents the first exposure to team teaching, large group instruction, thematic organization, the absence of semester exams, and increased individual responsibility. All of these course adjustments are discussed in the first two or three days of the course, and the question, "What is Humanities all about?" is clarified by the team as well as by Clifton Fadiman in the Encyclopedia Britannica film "The Humanities: What They Are and What They Do."

Students consider adjustment within a literary framework by reading Theodore Rubin's **Jordi—Lisa and David**. The life and work of Vincent Van Gogh is used as a case study of the problems faced by artists and others with creative ability, who often are not understood or appreciated by their contemporaries. Music as a means of adjustment is also examined. Students observe the ways man uses music to express his emotions and concerns, such as happy music or protest songs. They are introduced to sounds of instruments and elements of music.

A multi-media presentation created by the art instructor and based on the song "Vincent" from Don McLean's **American Pie** album provides a link between music and art (also poetry) in the study of Vincent Van Gogh. A historical perspective is added as students read and discuss John F Kennedy's **Profiles in Courage** and consider the adjustments of heroic figures in the United States Senate who were faced with moral dilemmas in the course of their duties.

Field trips and guest speakers frequently supplement the unit programs. The coming adjustment for many from high school to college is considered in a field trip to a local junior college, Illinois Valley Community College. A representative from the same college has also come to talk with our Humanities students at the high school.

The Man and Nature unit includes a field trip to the nearby LaSalle County Environmental Center for a slide presentation and nature walk. We were also toured and lectured at the Illinois Power facility at Hennepin, Illinois. An expert in ecology from IVCC spoke to the group about pollution. In the classroom, students study Thoreau and Emerson as conservationists and environmentalists, and consider the various relationships of man to nature through selected poetry. In art they create collages and montages and deal with such artists as Winslow Homer, Renoir, Monet, Manet, and Audubon. Used throughout the year and not only in the Man and Nature unit is a series of booklet publications, often with filmstrips, entitled **Art and Man** published by Scholastic.

A unique resource at Ottawa High School is an extensive collec-

tion of works of art, over 500 items, mostly paintings and sculpture, which are displayed in the hallways and represent a wide variety of periods and styles. The collection is used in a variety of ways in relationship to art rotations.

Music includes such programmatic pieces as Ferde Grofe's "The Grand Canyon Suite" with filmstrip and "The Pines of Rome." Students create their own programmatic music using nature sounds. A historical survey of the environmental issue touches Lincoln, who created the first park districts, and Theodore Roosevelt, who had active environmental concerns; and our contemporary environment problems are considered seriously.

The study of Man and Religion includes such materials as the drama based on the 1925 Scopes Trial, "Inherit the Wind" by Lawrence and Lee; **Religion in a Secular Age** by Cogley; and the filmstrips on "The World's Great Religions" put out by Time-Life.

Student involvement may involve several kinds of projects. Some students studied and interviewed local people to find out about some religious dominations least represented in the community. They reported in panels on the Salvation Army, Jehovah's Witnesses, Mennonites, Mormons, and Christian Scientists. Other students were assigned to work in small groups to construct a religion that would relate to the universal questions that religions respond to in all societies, and to write a brief "holy book" that would correspond to this hypothetical faith. Students have visited local churches, a synagogue in LaSalle, Illinois, and on one occasion a Buddhist temple in Chicago. Such visits consider the history of the particular religion and the role of art and architecture in religious buildings. Annually students and community religious leaders involve themselves in a two day panel discussion for the entire group. One major creative group accomplishment was the student's own voluntary production of segments of the rock opera "Jesus Christ Superstar." Transparencies of the lyrics were flashed on an overhead projector, and the art teacher prepared slides to accompany the whole opera. This year students are preparing their own updated version of the morality play **Everyman**.

Art pursuits include examining works of El Greco, Michelangelo, and also Rembrandt, in terms of his historical relationship with the Jews of Holland. Salvadore Dali is another contemporary artist whom students seem to get particularly excited about. After a study of architecture and art of great cathedrals, students create their own stained glass windows from tissue and construction paper.

Speakers in this unit have included a Jewish rabbi; J. C. Sullivan, a convert to Christianity who formerly served as a driver for the notorious Bonnie and Clyde gang; and a professor of religions from Illinois Wesleyan University.

Music sections consider the religious forms of the past, chant and plain song; the role of music in religion, and the trend in popular songs for religious expressions.

The song "Who Will Answer?" recorded by Ed Ames became

the basis for a multimedia presentation developed by one team member with student participation. The song portrays a confused mind searching for answers to age-old questions, the poetry and music finally imply that religious faith is a powerful answer. After studying the poetry of the lyrics by Sheila Davis, discussing the potent ideas contained in the song, and examining the musical effects and form, students and their instructor spend hours searching for pictures to illustrate the lyrics line by line. Students helped photograph selected pictures to be made into slides, and the instructor organized and synchronized them with a tape recording of the song. The result was an extremely powerful audio-visual message. This plan of creating our own media presentations has proved stimulating to the team, and there are plans by other teachers to create more.

Following the Man and Religion unit, we lighten the content with Man and Humor. W. C. Fields, Laurel and Hardy, Charlie Chaplin, and others brighten our movie screens. Leonard Bernstein's **Humor in Music** is spotlighted. **The Lighter Side** published by Scholastic serves as a basis for forms of humor. Included in a historical survey of comedy in the United States is the role of the political cartoonist and political satire. Students have been involved in various projects. One student, a cartoonist himself, made classroom presentations; two boys put together a filmstrip on the history of the comic book; another pair made a sound track and analysis of laughs, small groups created and staged slapstick comedy skits; some wrote humorous captions for baby pictures.

The Man and Love unit sees students reading, discussing, and reacting to Eric Fromm's **The Art of Loving** and distinguishing among kinds of love; filial, sibling, romantic, erotic, religious, patriotic, self-love, and humanitarian love. The latter is considered through examination of Albert Schweitzer's philosophy in **Reverence for Life**. Groups conduct a search for pictures and photos which illustrate not only the kinds of love specified, but also their direct antithesis, such as violence, brutality, neglect, and loneliness. Edward Steichen's **Family of Man** book of photographs is a stimulating resource in this regard. Questions like "When does love end?" have been dealt with considering the emotional problems of men and women facing various end-of-love crises. Poetry and prose selections are presented from **Love** from M. Donnell-Littel's **Man Series**.

We attempt in our Man and Technology unit to show the history of technology, but most of our thrust is centered on what technology has done and is doing for and to us. In art we deal with the Bauhaus school of artists, who were known for their adaptation of science and technology to art and for their experimental use of metal, glass, etc. in buildings. Also examined are the building innovations of Frank Lloyd Wright and the mind-expanding ideas of F. Buckminster Fuller. Music uses electronic music, computer creations, and tape music to show the technological impact on this art form. The history and English sections read and discuss **The Greening of America** by Charles Reich, **War and Peace in a Global Village** by

Marshal McLuhan, and a book titled **Age of Technology** put out by Encyclopedia Britannica. Local industry has been happy to host field excursions relating to this unit.

Student Projects

While students gain the advantage of exposure to the special talents and personalities of all the team members, a personal touch is added by each student choosing one member as a project advisor at the beginning of each semester. Individual conferences between students and their advisors are a frequent occurrence in regard to the semester projects required of all students in lieu of semester exams. One of the primary purposes of assigning these projects is to encourage individual creativity.

Nearly any kind of project is considered appropriate but must be approved in advance by the advisor. Students are encouraged to relate their projects to one of the course themes. The variety of projects submitted illustrates the flexibility of the program and the imagination of the students. Macrame hangings, hooked rugs, ceramics, paintings, diorama, models, photographic displays and slide/tape synchronizations are among the individual projects completed. One girl, with no previous experience, designed and made a full length gown. A boy, inspired by the architecture of Frank Lloyd Wright, constructed a model of a home designed to complement the physical environment of a chosen home site. A pair of students secluded themselves in nature and with minimum provisions "survived" for three days, keeping diaries and photographic records.

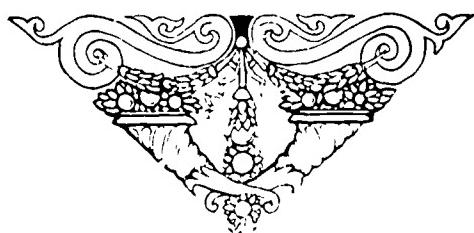
The Evaluation Process

It is part of the team's philosophy to evaluate the effectiveness of the instruction and the course itself with an eye toward improvement. At the end of each semester our students take a questionnaire. This instrument, which our team designed, evaluates the course on the achievement of the six course objectives, our use of the library, the relevance of our field trips, and semester projects. It leaves room for comments and suggestions.

The second major area of evaluation is teachers. Each teacher receives from each of his students a survey, ranking his performance in twelve areas: knowledge of subject, clarity of explanations, fairness, classroom control, attitude toward students, ability to stimulate interest, enthusiasm for the subject, attitude toward student opinions, encouragement of student participation, sense of humor, planning and preparation, and assignment policy.

A third major evaluation has come obliquely from administration who from time to time have gone on various field trips, listened to our guest speakers, or who have sat in classes or listened to us explain to our visitors about what takes place. Our peer professionals and school board members, too, have given us evaluative input. When our program was selected for the publication "Profiles of Promise," an ERIC SSEC booklet, publicity attracted many outside visitors, who have commented and helped us with evaluation.

Probably, however, the greatest source of evaluation is the critical look that we take at ourselves and our course. Because we meet daily in a common conference hour, the opportunity is there for continued self-examination. Our monthly evening meetings also lend themselves to improvement because we invite students to make suggestions and help us with planning. Evaluation is ongoing; we feel that our supervisors, our peers, and our students become our tools for improvement.



"AN INDIVIDUAL PROGRAMMED INSTRUCTIONAL EXPERIENCE IN AFRO-AMERICAN HISTORY"

By Wm. Ray Heitzmann

Two areas of recent interest in education are the teaching of Afro-American studies and the individualizing of instruction. Afro-American History has been either integrated in present American studies courses or taught as a separate course in most secondary schools. Individualizing instruction can take many forms, a teaching machine, a commercially produced programmed textbook or a teacher-made unit. It enables the student to proceed at his own rate while being responsible to a degree for his own learning.

Desiring to permit students to study the contributions of Black Americans, I chose to write a unit where students could work at their own rate to achieve the units cognitive and affective objectives.* Essentially what was done to provide a structure containing alternatives for the students

The content was divided into five subject areas:

Part I — "Africa the pre-American experience" and "**Negro Views of America**" (a pamphlet from the public issues series — Harvard Social Studies Project) by Oliver and Newmann.

Part II — "Immigration to the Civil War"

Part III — "Civil War and Reconstruction"

Part IV — "The Twentieth Century" and "**The Negro in America**" (a pamphlet written by Maxwell S. Stewart published by Public Affairs Pamphlets.

Part V — "The Present"

Each student in the class received a packet containing the title of each sub-unit, under which was listed a series of questions to be answered by the student. This was followed by a list of resources where students could find the answer to the questions. These resources were of various types — books, articles, periodicals, pamphlets, legal decisions, filmstrips, speeches, sketches and even a calendar.

The following is an example of Unit II.

"IMMIGRATION TO CIVIL WAR"

Questions:

- 1) Who was Crispus Attucks and what part did he play in the American Revolution?

*In addition I was interested in experimenting with this teaching method to discover its usefulness as an instructional strategy.

DR. WM RAY HEITZMANN is a Professor of Teacher Education and Social Studies at Villanova University, Villanova, Pennsylvania.

- 2) In what ways did Afro-Americans participate in the American Revolution?
- 3) What effect did the Northwest Ordinance have upon slavery?
- 4) How did the Constitutional Convention of 1787 treat the slavery question?
- 5) What was the accomplishment of Richard Allen?
- 6) How did Eli Whitney feel about his invention?
- 7) What effect did his invention have upon the growth of slavery and "King Cotton."?
- 8) Slave life on plantations varied widely, as did descriptions of slave life. Compare the various descriptions of plantation life — Sir Charles Lyell, Frederick Douglass, Booker T. Washington, Captain Basil Hall as well as the filmstrip description.
- 9) How effective do you feel the slave catechism was in controlling the slaves?
- 10) What was the "Underground Railroad" and how did it work?
- 11) Why was Harriet Tubman called the "Moses of her People"?
- 12) Read and describe the "Dred Scott Decision."
- 13) What effect did the Dred Scott Decision have on North-South relations?
- 14) What was the book **Uncle Tom's Cabin** about?
- 15) What is meant by the expression "Uncle Tom."
- 16) What effect did it have on the civil war?
- 17) What is meant by the term "abolitionist"? Explain the role of William Lloyd Garrison in the abolitionist movement.
- 18) Who was John Brown and what was his effect on the Civil War?

Resources:

- Negroes in the Continental Army (Source: George Washington Papers Library of Congress, LXXXII -Volume entitled 1778. "August 17-30" Abridged). U.S. Constitution
- Whitney Makes Labor Fifty Times Less (Source: Henry Steele Commager and Alan Nevins (Eds.) The Heritage of America; Little, Brown and Company, Boston, 1956. pp 445-448)
- An Englishman Describes His Visit to a Plantation (Source: Sir Charles Lyell) Second Visit to the United States of North America London J. Murray, 1849
- Frederick Douglass Tells How the Slaves Lived (Source Frederick Douglass, Life and Times of Frederick Douglass, Boston: De Wolfe, Fiske and Company, 1892)
- A Sea Captain Describes Plantation Slavery (Source Allan Nevins (ed.) American Social History As Recorded by British Travellers. Holt Rinehart, and Winston, Inc : New York, 1931 pp 154-156)
- An Ex-Slave Tells of his Childhood (Source Booker T Washington, Up From Slavery. New York A. L. Burt Co.)
- A Slave Catechism (Source Frederick Douglass' paper June 2, 1854 from the Southern Episcopalian, Charleston, S.C., April 1854)
- Uncle Tom Encounters Simon Legree (Source Harriet Beecher Stowe, Uncle Tom's Cabin New York Random House. pp 414-417).
- Uncle Tom Was No Uncle Tom (Source Drummond Ayres, Jr. Syndicated newspaper column April 29, 1968)
- Roger B. Taney's Opinion in Dred Scott v. Sandford
- William Lloyd Garrison's "The Liberator"—The Liberator Number 1.
- John Brown Comes "To Free the Slaves" (Source Interview with reporter The New York Herald, October 21, 1859)
- Filmstrip series "The History of the American Negro" McGraw-Hill Filmstrips II, III. Additional references: book shelf on Black History in the library containing materials such as John Hope Franklin's From Slavery to Freedom and several journals such as the NAACP's Crisis.

The classroom procedures were aimed at maximizing the students' freedom to proceed at their own pace utilizing any or all materials

On the Friday before the unit began ten minutes of explanation about the idea and organization was given to the class. None of the students had ever experienced an instructional strategy like this as their learning experiences were somewhat more traditional.*

On the first day (Monday) of the unit each student received a packet which included one of the sub-units containing the questions for that unit as well as the references and resources needed for the answers. Most of the answers to a question could be found in several sources. For example a student with a reading problem may find it easier to read filmstrip subtitles than an excerpt from a book.

The class now obtained the location of the references and resources. Twelve copies were made of each document, biography, etc. and were placed in a folder. The folders were placed in five locations in the classroom on tables numbered for each sub-unit. All reference books were located on a special table set up in a corner of the library. The filmstrip series was kept at the library circulation desk. Students would sign out the specific filmstrip they wanted and view it on their own in a study carrel.

The students studied the sub-units in a logical order beginning their study with the sub-unit number corresponding to the row they sat in. That is, row one began with sub-unit one and then proceeded to 2, 3, 4, 5 while row four studied the sub-units in the following order: 4, 5, 1, 2, 3. This was done mainly because of financial considerations - duplication can be costly - so this organization was used to alleviate possible crowding and frustration problems which would interfere with the learning process.

The first day was rather noisy as they tested their freedom to move freely about the room, the halls and the library. However, most were able to answer some of the questions in their sub-units. Following completion of a sub-unit the answers were turned in to the instructor. The papers were graded and received an "A" if the answers were correct - in the case of incorrect answers - they were redone and re-submitted by the student.

Five weeks were allotted for the unit - which allowed for a sub-unit a week to be completed. One of the major advantages of individual study can also be a disadvantage. Most of the students finished the unit before five weeks had elapsed - a few finished after three weeks, some of the others at the beginning of the fifth week. These students then selected a topic of interest from Afro-American History which they researched and wrote a short paper (some students wrote several papers). For these they received extra credit

*This course was different from most in instructional organization and teaching techniques—it was a non-chronological approach to the teaching of American studies containing units such as Frontier History, The American Labor Movement, The Presidency, Urban History and Life. The class was a racially integrated group of twenty-nine students in a "non-academic program" (non-college bound). This organization and emphasis was chosen to maximize the motivational aspects and to make the course as relevant as possible.

toward their grades. Unfortunately a few students did not complete the units; they were able to complete the only three sub-units. These students received a grade of "B" for the unit.

The role of the instructor in an instructional strategy like this is initially to make the commitment to this approach and then to prepare the materials which is an exercise in research and duplication. Once the unit has begun the teacher serves as a consultant in that he guides and directs the student who becomes frustrated while trying to locate an answer.

The class met as a group only once to view an educational film — a biography of Booker T. Washington. There was a follow-up discussion of some of the questions from unit five (What are the advantages of a multi-racial society?) and other topics the class members raised for discussion.

The students enjoyed the unit very much and after the first few days were able to work independently very well. One criticism expressed was that several students wanted to work on their sub-unit for homework. During the unit the students usually wrote up their answers at home from notes taken in class. The students who worked on extra credit projects did use the local public and college libraries. From the point of view of myself as the instructor, I felt the students responded very well during the unit and enjoyed this approach. Undoubtedly part of it was the novelty or "Hawthorne" effect and the freedom to leave class "without asking" — go to the water fountain and then to the library to continue working. It is very important to work with the librarian to solicit her help in collecting resources and setting aside a working area, as well as informing her of the program.

I'm not sure an entire course set up on this basis would be desirable although some schools are doing it. In retrospect I should have pre-tested the class so as to measure cognitive and affective changes more precisely and I should have incorporated several group learning experiences where students would be able to interact on specific controversial issues related to the Afro-American experience. In addition I should have had more higher level questions of an evaluation nature. Planning and teaching courses like the one just described can be productive and enjoyable for both student and teacher.

INDIVIDUALIZED SOCIAL STUDIES THROUGH LITERATURE

By Patrick O'Donnell and Robert M. Lang

Knowledgeable educators would assent with the hypothesis that the instructional programs of the schools in the future will be as uniquely divergent from the present day schools, as they were different from the schools of the past. The citizen of the future in order to be a productive and contributing member of society must learn to solve problems we cannot now even imagine. It is the schools charge from society to teach students those skills which are essential to the problem-solving process. In essence, the outcome of today's education must be the ability of the students to adroitly "cope" with change.¹

With the increased commitment of the nation toward the individual acquiring a fine education, the classroom teacher throughout these crucial years of transition, will be confronted with an awesome task of providing each student with individual learning experiences commensurate with his ability to learn.

What occurs throughout the teaching-learning situation cannot be ascertained; nonetheless, teachers have been identified as the incentives for the prodigious phenomenon which transpires. It is the teachers' knowledge of elaborately interrelated learning and teaching methodology, and cognizance of their students' uniqueness, that are the causation for their learning.²

Nowhere is there a greater need to identify individuals' learning abilities than in the junior high school. Here a personalized approach to learning is essential because at no other time in their academic career will there be a greater range of differences among students.³

Any classroom teacher who has teaching experience in the junior high school knows that whether the students are grouped homogeneously or not, they represent considerable variation in the ability to read and comprehend the required textbook material. This range of reading abilities and the assignment of one standardized textbook for a social studies course are obstacles which can prevent effective interaction between the students and the learning experiences.

The concept of multi-level reading materials for a course of study instead of one standardized textbook was corroborated by Carr in a survey conducted with social studies classroom teachers. In a similar study among social studies teachers, Allen avouched the same findings.⁴

PATRICK O'DONNELL is an 8th Grade Social Studies Teacher at Jane Addams Junior High School, Schaumburg, Illinois and DR. ROBERT M. LANG is an Assistant Professor of Education at Northern Illinois University, DeKalb, Illinois.

Furthermore, the writers believed the axiomatic statement, that most students have the competence and right to make significant decisions pertaining to their own learning, if they are provided appropriate leadership by their classroom teacher.

Based upon the above concept of multi-level reading materials and student participation in decision-making, the following course of study was developed for the eighth grade social studies class of Patrick O'Donnell, for a nine week Colonial American History Course at Jane Adam Junior High School in Schaumburg, Illinois.

Supporting social studies in the area of American History, are many fine historical fiction novels. The overwhelming number of students when exposed to these writings, read these stories with a fervor seldom observed with standardized textbook materials. Well written historical fiction have delightful stories, splendid writing styles, as well as lively and authentic details depicting vividly to the students the colorful history of the United States.

However, the classroom teacher must exercise care in the selection of reading materials, to insure that the students have access to only outstanding literature. In addition, students should be encouraged not only to read well written books, but to be discriminating in their choice of reading matter.

Since classroom teachers are responsible for the original selection of books provided in the course of study, the following suggestions are offered to assist in developing a suitable library. Also, modification to this list will enable the students to make additions to the library.

HOW TO SELECT HISTORICAL FICTION

1. Adequate (substantial) theme - idea of the story - what it is all about - sometimes implied in the title.
2. Lively Plot - action of the story - develops out of a strong theme. Students want heroes who have obstacles to overcome, conflicts to settle - difficult goals to win. The heroes exciting pursuit of these goals carry the student through action-packed pages. Adult fiction usually maintains interest with a strong theme and not as much action.
3. Characters - students will attempt to identify with the characters. Therefore, stereotypes are unsatisfactory. Characters portrayed with vivid realism will outlive the interest of the plot.
4. Distinctive Style - author's desired reading level predisposes a vocabulary which is comfortable to the student, however, at the same time, will be rich in description for maximum interest and pleasure in reading.

HOW TO SELECT HISTORICAL BIOGRAPHIES

1. Make sure that the historical figures are reflected honestly in their description. Typed characterizations such as Washington, evertruthful, Franklin, the thrifty are being dispelled.
2. Make sure that the juvenile biographies address themselves well to the reading and experience level of the reader. These biographies remain truthful, but circumspect in exposing the entire adult man to the reader.
3. Make sure that the vivid details span the experiences of historical figures. Amusing and memory-building antidotes recreate the figure for the students; idiosyncracies, peculiar habits, talents, spiritualism, and weaknesses.

It was essential that the students became knowledgeable in how to select a well written historical book, therefore, it was necessary to instruct them in the basic skills of how to read a book. Depending upon the reading level of the students, this introductory unit may vary from one day to several weeks.

HOW TO READ A HISTORICAL BOOK

1. The purpose of reading the book (enjoyment, diary, book report, questions).
2. Preview Book (Table of Contents, etc.)
3. Record information already known in subject.
4. How is the book organized? (Chapter, Unit, etc.)
5. Read (underline marginal notes).
 - A. Student guideline questionnaire:
 1. What was the authors' treatment of his subject matter?
 2. How did the historical figure(s) react to basic human rights of life, liberty, and the pursuit of happiness?
 3. What was your opinion of the central figure?
 4. Did the chapter headings help the reader understand what followed in the chapter?
 5. How did the title relate to the book?
 6. If you had to shorten the book, what parts would you eliminate? Why?
 7. How difficult was the prose?
 8. Were the supporting characters well described? Were their personalities, problems, thoughts as well developed as those of the central figure(s)?
 - B. Keep a diary while reading the books as sources of
 1. Questions
 2. Personal comments and insights.
 3. Points for discussion
 6. Acquired purpose for reading the book.

STUDENT EVALUATION OF A HISTORICAL BOOK

The students should be able to answer the following questions

- 1 Did the book leave you with an added insight into your own problems and or the problems of other people?
- 2 Was the plot or action of the story absorbing? Did it add to your zest for living? Your feeling that life is good?
3. Consider the characters in the story were they well-drawn, unique, unforgettable?
- 4 Was the style appealing and forthright? What elements (humor, beauty, suspense) dramatize the story best?
- 5 Open comments of the book.

TEACHER EVALUATION OF THE STUDENT

The following are suggested evaluation procedures:

- 1 Diary - personal reaction of the student, value judgment based on reasons, events, or characters from the story.
- 2 Individual Conferences:
 - a How did the book measure up to the students' expectation? The students should record an honest reaction in his diary.
 - b What questions were recorded in the personal diary?
 - c Was the vocabulary comfortable for the student?
 - d Were the characterizations of the historical figure(s) an inspiration for activities? (See question 4 below)
 - e What were some of the problems of this period? Did the major national or international problems affect the life of your main character?
3. Group Seminar:
The group size should be approximately five students. Depending upon the book being read, schedule a seminar about every couple of chapters. During the seminar, each student should bring his diary, and be prepared to discuss the book; the activities listed below will be based upon the books discussed
- 4 Activities:
Behavioral activities were based upon the books that were read by the students. The students participated in dramatizations of scenes involving the characters and events. In addition, students were permitted to create fictional scenes if the events were changed but not the main character.

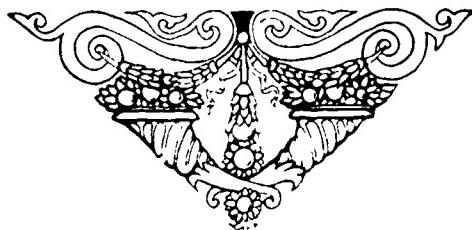
CONCLUSION

Individualizing social studies through literature was one of the most rewarding and fruitful learning-teaching experiences enjoyed

by the students. It identified separate learning levels and allowed for differences in progression for its students. Furthermore, multi-level reading materials increased the opportunity for in-depth study by the students of a specialized interest and emphasized the development of communication skills. Through the skillful application of this approach to learning, the social studies teacher should create a condition within the classroom that would nurture change and innovation in the instructional program. This climate would impel each student to become committed to self-direction, and to attain self-fulfillment.

FOOTNOTES

- 1 Roland Kratzner and Nancy Mannes. Individualized Learning for Middle School Pupils. *The Clearing House*. Vol 47 No 5, January 1973 pp 280-283
- 2 C R Foster. Current Challenges to Educational Leadership. *Phi Delta Kappan*. Vol 43 December 1961 p 107
- 3 Roland Kratzner and Nancy Mannes. *Ibid*
- 4 Edwin R Carr. *The Social Studies*. The Center for Applied Research in Education, Inc New York 1965 p 82. Jack Allen. Corporate Expansion and Social Studies Textbooks *Social Education* 43 ch 1969 p 289
- 5 Romeo Marquis. Curriculum Development Can Students Be Involved? *NASSP Bulletin* Vol 57 No 373 May 1973 pp 127-131
- 6 May Hill Arbuthnot. *Children and Books*. Scott Foresman. Chicago. 1964
- 7 Strang, Phelps. *Withrow Gateways to Readable Books* Wilson & Company. New York, 1966
- 8 Pilgrim and McAllister. *Books, Young People, and Reading Guidance*. Harper & Row. Evanston. 1960



C M M N C T N

by Wilma Lund

"Individualized instruction" is the package offered for sale in the educational setting; or, the realities, however individualized instruction is not "a package deal". Any school system that attempts to adopt an instructional program developed specifically for another school and then proceeds to "drop the package into place" will encounter many difficulties.

If the same approach is used as in fitting a "missing piece into a jigsaw puzzle", this may be exactly what the program resembles. Educational change should be studied carefully by the administrators and faculty before a program is put into practice. If an individualized curriculum is chosen, the styles from which to choose are many; therefore, each school must weigh carefully what the objectives are to be and then adopt those which fit community needs. After the choice has been made, the development of a classroom climate suitable for individualization is an important priority. Lacking proper climate, the result is chaos.

Including a unit on communication between people is helpful to the students and teacher who may be "poles" apart in understanding the goals of the class. Following are some practical suggestions for implementing such a unit.

A modified form of the "Public Interview"¹ can be introduced. This is very useful during the first few meetings of the class. The teacher assumes the role of the person being interviewed. Options are open to the interviewee. These are: to answer the questions as clearly as possible or pass. The pass option is used if any question is asked which the person would rather not answer. One or two class sessions allow sufficient time for this activity.

Teaching listening skills is an objective which is seldom included in a social studies class although the development of this skill is important to a successful class. Without efficiency in using this skill, a student cannot function in an individualized setting. This skill is one which is used for a lifetime and must be practiced continually. Teachers who use a listening unit must re-evaluate it each year to meet the needs of their classes.

While participating in this unit, students should be taught that different levels of attention are necessary to use depending on the listening situation. When people listen for enjoyment, they practice "leisurely listening". If they attempt to understand the main idea,

¹ Raths, Louis E., Harmin, Merrill, Simon, Sidney B., **Values and Teaching**, Merrill Publishing Company, Columbus, Ohio, 1966, PP 142-149

MRS. LUND, a Past President of the Illinois Council of the Social Studies, is a Social Studies Teacher at North Side Middle Junior High School in Aledo, Illinois; directs the gifted and talented program for teachers and students in C.U. No. 201, and also has directed individualized workshops throughout N.W. Illinois.

they listen "very carefully". If people ask for directions to a particular location or how to complete an assignment, they must practice "painstaking listening"¹. Illustrations which allow students to practice each situation should be used to reinforce the understanding of each type of listening.

Visibility of the person with whom one communicates is something which each depends upon much more than one realizes. The "One-way and Two-way communication" activity² should be introduced to enable students to be aware of this dependency. The class is asked to choose the student whom they believe can give the most explicit directions. With this task finished, the student chosen is asked to stand outside the classroom door or to use the intercom and have fellow students reproduce the diagram which the teacher has now provided. The real difficulty is that students can not ask questions and neither the sender nor the receivers can tell if the task is being completed as given, thus one-way communication. Following this, a discussion of problems encountered should be held with the sender and receivers participating. "Two-way Communication" is then practiced. This is similar to the above exercise except the sender is visible to the receivers and questions may be asked clarifying the directions given.

During the early stages of the CMMNCTN UNIT, understanding patterns should be used to show students that this is the basis of people understanding each other when they are engaged in communication with one or more persons. As an introduction, the alphabet may be written on the board and a simple sentence can be added. "It is a beautiful day". Then write: "Id ou ring our extbooks o lass?" or any similar pattern which will act as a motivational technique for the class. Students will soon discover that the first letter of each word in the sentence has been omitted. Morse Code illustrates the necessity of understanding more complex patterns. Pig Latin is a form of verbal pattern understanding as is any cultural slang. On a "handout" a number of exercises can be developed such as:

- 1 I267C31A9N11T629B842E71L34I578E4V63E7I948A25T735E65T387H
21E67W4H543O39L62E135T68H246I3i2N793G.
- 2 TZDZY WZ ZRZ HZVZNG PZZZZ FZR LZNCH.

This exercise is a valuable tool in understanding thinking patterns of students and some creative students may wish to develop interesting pattern puzzles to test the mental acuity of their classmates.

Non-verbal communication is perhaps the most misunderstood method of communication practiced by humans. As an introduction for this activity, the class is asked to work in pairs who stand facing each other. Instructions are. "No one may talk or use gestures. Only facial expressions or body stances can be used. Think before

1. Warriner, John, *English Grammar and Composition*, Grade 8, Harbrace Co., 1965, pp. 431-442.
2. Pfleffer, J. William, and Jones, John E., *Structural Experiences for Human Relations Training*, University Assoc Press, P.O Box 615, Iowa City, Iowa 52240 1969, pp. 13-17.

you react to the statement you are about to hear." Examples of statements which may be used follow:

1. "You are showing your report card at home and have received a failing grade in social studies class."
- 2 For the boys - "Dad says you may not have the new car for that big date tonight."
For the girls - "You may not attend the big dance of the year."
- 3 The teacher said "there is a mistake in your social studies grade, it should have been an A!"

A round-table discussion will help as a follow-up device in these activities and provides an opportunity to discuss students' awareness of things which contribute to successful communication between individuals.

The time spent on this teaching unit can be as short as five days or as long as it takes to meet the intended objectives. Taking the time to include the "CMMNCTN UNIT" can make the difference between a successful year in the classroom and an unsuccessful one.

FOOTNOTES

The title of the article is "COMMUNICATION".

The patterns are I CAN'T BELIEVE I ATE THE WHOLE THING.

Today we are having pizza for lunch



INDIVIDUALIZING THE PREPARATION OF SOCIAL STUDIES STUDENT TEACHERS AT ILLINOIS STATE UNIVERSITY

by John F. McAteer

Since the spring semester of 1970, the professional education program for pre-service secondary level teachers at Illinois State University has focused primarily upon competency-based instruction.¹

Students process at their own pace through a series of mimeographed instructional packages, grouped in a book called the Professional Sequence Guide. Mimeographed production facilitates ready revision. Each year the materials are modified to reflect necessary adjustments. As the term "competency-based" implies, students must demonstrate their grasp of specific material before progressing further through the program. Students achieve "merits" as their performance indicates a pre-determined and specified level of achievement. The value of a merit approximates the amount of classroom time which an average student would need to complete the required material in a more traditional instructional setting. The Professional Sequence offers eight semester hours for the student. Each semester hour equals forty (40) merits, so the Sequence program is completed when a student accumulates three-hundred and twenty (320) merits.

Illinois State University is but one of several institutions today utilizing competency-based instructional techniques to train teachers. A continuing series on issues and elements of Competency Based-Performance Based Teacher Education (CPBTE) is being published by the American Association of College Teachers of Education (AACTE). The January, 1974 issue of the **Phi Delta Kappan** offers a well-balanced perspective of the current state of CPBTE.

CPBTE and Training Teachers

Years ago as I processed through the education courses required for certification, an air of expectation surrounded each course: Was this the one which would teach me to teach? Would this be the professor who would "lay hands" upon me so I might acquire the skills necessary for teaching? My naive expectations were swallowed in the disappointment of learning that no such course, or professor, actually existed. I was informed that the student teaching experience would bring together all the loose ends and satisfy my need for a formula or prescription on "how to teach". Neither student teaching, formal university coursework, or several years as a certified practitioner fully satisfied my search for the required tools.

1. A more detailed explanation of the ISU competency program is available in the January, 1973 issue of the **Phi Delta Kappan**, pp 300-302

DR. JOHN F. McATEER is an Assistant Professor and Supervisor of Student Teachers at Illinois State University, Normal, Illinois.

and skills of a properly qualified teacher. Success was achieved in the classroom, rapport developed with the students, administrator and student ratings indicated a reasonable degree of achievement, but the nagging doubt remained. Just what skills, moves, competencies, or awareness are practiced by the most effective teachers? Did I possess and utilize most, or any of them?

As with most teachers who enjoy a measure of success as indicated by their students, colleagues, and administrators, I was incorporating many of the basic teaching skills into my instructional efforts. However, the block of time courses taken during my preparation for teaching evaluated my effort on a normative basis, comparing my knowledge of skills and techniques with other members of my classes. Collectively we strove for letter grades. Little attention could be offered our competence in demonstrating an ability to use or practice the skills we were internalizing on the cognitive level.

Inevitably our student teaching experience was a struggle for personal awareness, ego satisfaction, and professional survival. Too little time was available for experimenting with the teaching skills we heard about in the preparation program. As a consequence, a prolonged period of trial and error ensued as we experimented with our students during the initial years of our professional lives. While good instructional practices were developing, perhaps bad habits were being created simultaneously. Unfortunately, we generally are deprived as classroom teachers of the one ingredient which is present in the student teaching experience to induce a measure of verification for our instructional practices, the presence of a supervising teacher. Without some form of periodic evaluation we might continue poor techniques for a lifetime, if not our own, certainly for those of the students.

CPBTE and Social Studies Teacher Candidates

Subject matter specialists are becoming more involved in CPBTE as the issue of accountability is raised in their particular sector. Pressure is being exerted to state program and course objectives, rationale for program requirements of majors and minors, justification for costs of research and instruction, and to assess instructional outcomes compared to operational costs. CPBTE encourages greater precision, or definition of intent or purpose which more readily facilitates success toward the aforementioned goals than a more traditional attitude which sufficed during less harried days. Subject matter specialists are being asked to identify those skills, elements of knowledge, attitudes, and competencies which help differentiate the liberally educated person from one not so prepared.²

The CPBTE program at Illinois State University offers the pre-service candidate an opportunity to cultivate an awareness and to practice the use of teaching skills commonly found in successful

² Michael F. Shurpe, *Performance-Based Teacher Education and The Subject Matter Fields*, American Association for Teacher Education, Washington, D.C., June 1973, PBTE Series No. 11.

teachers. The prospective social studies teacher has the option of processing through the teaching skills portion of the Professional Sequence Guide required of all pre-service candidates, or selecting an alternative set of materials which offer a duplication of skills, but which utilizes examples and terminology appropriate to the social studies.

The prospective teacher of secondary social studies preparing at Illinois State University who elects to process through the Social Studies Supplement of the Sequence must acquire 96 merits. Several of the learning activities enable students to proceed at their own rate, using self-instructional materials and passing prescribed tests. The remaining activities require a simulated teaching process which features lesson planning, consultation with a Sequence advisor, micro-teaching the planned lesson to three peers before a video-tape camera, peer and clinical professor critiquing, and re-teaching after modifications in the lesson have been effected.

SOCIAL STUDIES SUPPLEMENT MATERIALS

These instructional activities consist of fourteen (14) separate proficiencies, 6 of which focus on specific teaching skills. The first eight packages lead to prerequisites for planning and are utilized in the subsequent six lessons which lead to teaching skills. A total of 96 merits are required to complete this particular portion of the Sequence.

***0201 General Model of Instruction 5 Merits**

In this activity the student is introduced to a theoretical model for instruction designed to offer skills which may lead to (a) "Properly designed learning activities, (b) rigorous curriculum investigation, (c) a minimization of invested time and, (d) appropriate procedures to evaluating learning and problems with non-learning."

***0202, *0203 Precise Instructional Objectives 12 Merits**

These two activities require the following of students: *0202, (a) demonstrated understanding of the essential components of PIO; and (b) the capacity to differentiate between properly and improperly stated PIO; *0203; (a) rewriting two improperly stated instructional objectives to conform with minimum standards for PIO; and (b) writing three PIO for his teaching field which incorporate minimum standards for PIO.

***0204, *0205, *0206 Taxonomies of Instructional Objectives 15 Merits**

This activity requires students to develop competencies in identifying objectives from the three domains (cognitive, affective, psychomotor) and to write objectives at the cognitive and affective levels.

***0208 Development of Teaching Strategy 12 Merits**

The student in this activity is to achieve an awareness that a body of subject matter has basic concepts and subordinate component ideas which may be sequenced into an instructional hier-

archy. Having completed the unit, students are expected to be aware that an accumulation of "facts", or exposure to topical issues, does not constitute the acquisition of knowledge. However, the capacity for identifying the major concepts and sequencing the insubordinate components, supplemented with facts and examples, offers a greater potential for understanding broad or complex issues.

***0207 Structuring and Sequencing Subject Matter 12 Merits**

For this activity the pre-service person is required to prepare a teaching strategy which is designed to achieve the instructional objective. The Sequence materials offer the following as components for a teaching strategy:

1. "En-route Behavior (pupils acquire subject-matter prerequisites of the terminal behavior)
2. Analogous Practice (pupils perform lower-order components of the terminal behavior)
3. Equivalent Practice (pupils perform similar, but different responses required in the terminal behavior)."

***0209 Planning and Teaching Concepts and Principles 16 Merits**

In this phase of the social studies Sequence materials, students are required to master certain teaching skills in order to aid students understand a concept or principle. The teacher trainees must prepare a lesson plan for teaching a concept or principle containing the elements of preassessment, objective, learning experiences, content materials, evaluation, and strategy. After preparing the lesson plan and having it approved by the Sequence advisor, the student teaches a fifteen (15) minute simulated lesson based upon the prepared lesson plan. The instructional style of teacher to pupil interaction is used for this exercise with peers functioning as the "class", and the process being recorded on videotape. A clinical professor evaluates the trainee's efforts, watching specifically for the skills of set induction, stimulus variation, use of examples, repetition, and closure. Peers are provided with checksheets for evaluating the lesson, as is the analyst. Trainees must provide a written analysis of their teaching effort, and re-plan, then reteach the fifteen minute lesson with an emphasis upon eliminating errors identified from the first teaching experience. It is expected that the trainee will achieve a "significantly different approach" during the reteach session. Having completed the reteach activity, the student is responsible for returning several evaluation components to the Professional Sequence secretary for verification by the clinical staff. Failure to comply may necessitate a recycle. This same procedure is employed for the remaining phases of the social studies supplement materials.

***0210 Planning and Teaching an Analysis Lesson 13 Merits**

The purpose of this phase in the social studies Sequence is to enable trainees to develop the skills necessary to plan and present lessons where the skill of analysis is taught. Trainees are expected to recognize and demonstrate an awareness that if their future

pupils are to develop capabilities to think, the recall of information is an insufficient instructional exercise. The analysis lesson experience offers trainees an opportunity to acquire skills to aid students in achieving a higher level thinking process than that afforded by an emphasis on factual information. For the analysis phase of social studies Sequence, trainees replicate the steps of lesson planning, micro-teaching, analysis, reteach and evaluation required previously, with emphasis upon the skills of set induction, cueing, reinforcement, higher order questions, and closure.

***0211 Planning and Teaching a Synthesis Lesson 11 Merits.**

To prepare trainees for teaching synthesis lessons, the inquiry or problem solving method of instruction is stressed. Through readings in the Sequence Guide Supplement, trainees are advised that for a synthesis lesson, the teacher's role becomes one of facilitator rather than dispenser of knowledge. Using the previously acquired skills of lesson planning, micro-teaching, self-analysis, reteaching, and evaluation, the trainees seek skill development in set induction, use of probing and divergent questions, use of silence, non-verbal clues, and closure.

For the final simulated teaching experience, students may choose to plan and teach a Psychomotor Lesson, a lesson in the Affective Domain, or an Evaluation Lesson. In lieu of the previous, they could be directed to teach either a concept synthesis, or analysis lesson.

***0212 Planning and Teaching a Psychomotor Lesson 6 Merits**

Although social studies teachers deal with psychomotor skills of students in their classrooms less frequently than the physical education or sewing class instructors, student skills may be cultivated by the social studies teachers. I.S.U. social science majors preparing to teach secondary social studies may secure training in teaching for the development of psychomotor skills in future students. Trainees are exposed to the teaching skills of preassessment, modeling (demonstration), practice, and evaluation. Student Trainees prepare a practice lesson, micro-teach it to peers, analyze their performance, and reteach as with the other practice teaching lessons.

***0213 Teaching in the Affective Domain 6 Merits**

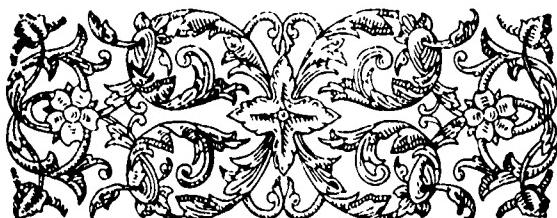
Opportunities are offered student trainees in the Sequence to acquire teaching skills for the affective domain as a supplement for teaching content and skills. The teaching skills which are stressed focus on set induction, using factual recall and higher order questions, asking probing questions, appreciating the value of silence and non-verbal cues, employing reinforcement and closure. Student trainees are informed that teaching for the affective domain generally offers greater potential for controversy than that of the cognitive domain. However, they are appraised that the attitudes, feelings, beliefs, and emotions of students can be identified, clarified, and explored if specific religious and political beliefs are not stressed. The micro-teaching process is once again employed for this activity.

***0214 Planning and Teaching an Evaluation Lesson 6 Merits**

The last of the optional simulated teaching experiences is designed to encourage student trainees to aid their future students in developing evaluation skills. In this training activity, future social studies teachers are instructed in ways by which they might encourage students to make intelligent, well-reasoned, and informative decisions.

CONCLUSION

Data is being gathered this academic year (1973-74) from I.S.U. students who processed through the Sequence and completed student teaching in social studies subjects. Results of this continuing research are expected to yield insights to the student's perceptions of the value of Sequence to their clinical experience. Of particular interest is the frequency of use, degree of success, and future intent to employ those skills for which the Sequence provided an opportunity for exposure, practice, and demonstrated competence.



THE USE OF PROJECTS IN SECONDARY SCHOOL CURRICULA: METHODOLOGY AND EVALUATION

by Allen K. Kemmerer

Individualized instruction is a classroom ideal of which most teachers have become increasingly aware. Yet many remain frustrated by the complexities and ambiguities involved in its execution. The following pages describe how one type of classroom activity, projects, can be presented in such a way as to best utilize teacher-student time and resources in making individualized instruction a reality.

The goal of this article is to provide a primary resource from which in-service teachers can implement practical, productive, secondary school projects. The data and methodology presented here has been drawn from a variety of sources: published material,¹ teachers in the field, and my own personal experience. It is not intended as a definitive statement on the subject, but as a base from which others can expand and modify in order to best suit their needs. Although this material was originally developed for use in a social studies curriculum, many projects can be altered to suit any subject matter. Others may suggest new avenues of using this valuable educational tool.

First, I will submit a rationale for the inclusion of projects in the secondary school curricula, then discuss the implementation of those projects in the classroom, concentrating on the problems of administration and evaluation. Finally, actual projects will be presented in addition to practical tips on their execution, advantages, disadvantages, and evaluation. The source of this information stems from my experience in developing and implementing a program of this type during my practice teaching, supervised by Mr. Michael Dugard at Morton High School, Morton, Illinois.

RATIONALE

In outlining an educational rationale for the use of projects, I will address myself to the question, "Why should we use projects in the secondary school?" As it will soon become apparent, the answer to this question is as diverse as the projects themselves.

One of the initial advantages of projects is their ability to tap the energies, talents, and motivations of students, heretofore unused in the classroom. For the student, projects offer a latitude rarely found in other classroom activities. Projects, when presented to a class, should be described in terms of the student; striving for the best synthesis of what the student can do, his special talents or interests, and what he wants to do.

1. E. Richard and Linda R. Churchill, and Edward H. Blair, *Fun With American History*, Abingdon Press: New York, 1966.

ALLEN K. KEMMERER is a Teaching Assistant in History at Illinois State University, Normal, Illinois.

It should be clear that projects allow individualized instruction, using the peculiar attributes of each student as a base from which an individualized learning experience may be derived. In addition to making use of each student's special abilities or interests, projects can also be adjusted to offer equally challenging educational activities to students exhibiting a wide range of intellectual capabilities. Brighter students can be directed to projects that may require research into special interest areas or higher order intellectual skills. Slower students, in turn, can be directed to projects that emphasize reading, manual or organizational skills. Two other important characteristics of projects that are not often a part of the regular classroom are 1) the opportunity they provide for the student to develop or display creativity, and 2) the opportunity they provide for the student to demonstrate affective behavior in interacting with a subject of his own choosing.

As a result of this individualized form of instruction and the students involvement in directing it, another advantage becomes apparent; that of providing a sense of achievement. With teacher guidance the student selects a project best suiting his abilities and interests, and helps in determining the objectives of that project. The teacher should assume the role of mediator between what the student wants to do and what the student is capable of doing in order to best meet those objectives. This process should transmit to the student his responsibility to himself rather than to his teacher. Accordingly, when the project is completed with his own objectives met, the student's learning is reinforced rather than the teacher's teaching.

ADMINISTRATION

First and foremost in the administration of projects is planning. Procedures should be planned far in advance to maximize the effective transmission of your plan to students, as well as to insure your competency in answering questions and supplying guidance to those students who require or request it.

Presentation of your project plans should be made at least three weeks before they are scheduled to begin. Your presentation should include a dittoed project list, describing and explaining each type of project, for each student. In class this list can be highlighted and elaborated on. Specifically, examples of each project should be provided. The subject area for which projects are acceptable may be as broad as desired, but specific boundaries should be set. Also at this time, plans for evaluation should be introduced.

After presenting your project plan to the class, procedures for student selection of projects should be initiated. A procedure I found helpful was a sign-up sheet, available before and after class, on which students could sign up for a project. This sign-up sheet included the student's name, his type of project, his subject area, and a preference for a date of presentation.

Students may choose a project in the following two weeks with the third week, or any other suitable amount of time, reserved for

their presentation. During these two weeks, students should be reminded of the sign-up sheet each day. To further encourage involvement, a small amount of class time each week may be allotted for students to work on their projects, either alone or in groups. Also during this project-directed class time, the teacher can check up on each student's progress and provide appropriate guidance.

EVALUATION

The evaluation of projects is fraught with many inherent difficulties. Whereas the usual teacher-learner relationship has changed to one of guiding the learner, rather than teaching him directly, the usual methods of evaluation must be dispensed with. The entire program up to this point has been student centered. Therefore the evaluative process must be similarly dictated. The evaluation of projects needs to be as individualized as the projects themselves. The problem becomes one of establishing a general criteria level for all projects and a specific criteria for each student. These criteria can be agreed upon only through teacher-student interaction.

The following is a procedure for obtaining these criteria.

As a part of your presentation of the program you should discuss general evaluation criteria. Begin by asking students to identify the grounds on which they believe projects could best be evaluated. Usually with a minimum of discussion, teacher and students can agree upon rational and fair criteria. As an example of generalized criteria, I offer the following from my U. S. history class. Historical significance was agreed upon as the first requirement of each project, while the second requirement focused on effort in preparation, which included neatness, comprehensiveness and originality.

Specific criteria for each student should be worked out between the student and the teacher. This amounts to determining a competency level upon which the student and the teacher agree as the necessary level of achievement required for the student's desired grade. As a classroom of students is inherently unequal it would be discriminating to evaluate each of them equally. Under this program, students are individually directed and guided toward the completion of a project, as well as individually evaluated according to their own criteria of success.

PROJECTS

The following project list was developed for use in a U. S. history class with the chronological boundaries being 1870 to 1915. The examples given are from that time period. In addition, some practical information on their implementation and evaluation is offered.

I. Dramatizations and simulations

1. **"Meet the Press"** — reporters question famous historical personalities on the issues of their time.
2. **Radio broadcasts** — live coverage of a famous event in history.

These projects may be done on tape to offer an opportunity to do a dramatization to those who might be reticent to perform before a group.

a examples: Indian battles, the Haymarket Riot, the sinking of the Maine.

3. **Playlets** — a short enactment of an historically significant scene

Students should be responsible for costumes, props, and script.

a. examples the discovery of gold in California, the assassination of Garfield, the founding of a labor union.

4 **Films** — same as playlet but on film

Be sure before approving a film that the students have had experience in working with movie cameras, projectors and other equipment needed to produce a film.

II Oral Reports

1. **Books**

When proposing book reports, allow for a maximum of creativity in their presentation and be sure to be able to suggest a number of good books. Book reports should reinforce reading, not produce a dislike for it.

a examples: **The Jungle** by Upton Sinclair, **Octopus** by Frank Norris, **The Oregon Trail** by Francis Parkman, **Bury My Heart at Wounded Knee**.

2 **People**

Make sure you are able to suggest interesting people

a examples: James G. Blaine, Eugene V. Debs, William Jennings Bryan, "Fighting Bob" LaFollette

3 **Demonstrations** — if your family has an historically significant heirloom, diary, antique, etc., you may show it to the class and explain its importance.

Care should be taken in defining your requirements for this project to avoid degenerating it into a show and tell session.

4 **Genealogy** — a family record of ancestry; famous persons in your family or an interesting account of an ancestor involved in an historical event.

Make certain that the person in question is in the boundaries you have established for your projects.

5. **Constructions** — for the artistic — make an historical construction (scale model, drawing or painting, etc.) and briefly present it to the class

- 6 **Lets Take a Trip** -- Imagine you are going on a trip to an historical site. Each report should include the following information: 1) how to get there from your hometown, 2) what travelers can expect to see when they arrive, and 3) the historical significance of the place visited.
7. **Games** — a student may construct and conduct a game for the entire class, providing it has historical significance. I found if a student or students constructed the game a great deal of teacher assistance was required to make sure all rules were fair and the game was playable. There seemed to be much greater success in the adaption of known games to a historical format.
 - a. examples: Password, Jeopardy, College Bowl.

III. Newspaper Construction — a group of students may edit a newspaper that may have appeared between 1870 and 1915. It should include editorials, ads, cartoons, news articles, feature stories, society and fashion news.

This type of project is best suited for high ability students. It offers them the challenge of researching their materials, studying the trends of the time in which the paper might have appeared, and organizing it into a whole.

IV. Debates -- students may argue an historical issue in debate fashion before the class.

1. examples gold vs. silver, isolationism vs. imperialism, etc.

V. Crossword puzzle construction — a student may design a crossword puzzle or other word game and administer it to the class. It must have a historical theme.

Make sure you set a limit on the number of these done. They can easily become boring through over-exposure.

VI Bulletin board work — students may decorate one bulletin board with historically relevant material.

VII Collages — poster board with cut-out pictures, phrases, and symbols representing an historical theme.

Make sure you provide examples of good collages. Demand an organization of the materials used, not simply a mounting job.

VIII Written reports -- a minimum of three books dealing with history summarized, analyzed, and evaluated.

This project is purposely demanding in order to deter students who might have trouble in lesser tasks from attempting this one. However, it can give good practice to those who are willing to attempt a complicated project.

CONCLUSION

The realization of such a project lesson plan can produce most gratifying results. Students who must normally be cajoled to engage

in a classroom activity, suddenly become active and often enthusiastic participants. While there inevitably are those who will attempt to beat the system, their number is greatly reduced. By far the greatest result of the program is that it will have allowed both high and low level students to demonstrate their abilities on an equal basis. I found average and lower ability students, to whom classroom rewards are infrequent, sensed and responded to this unique opportunity with previously undisplayed eagerness.

The teacher also benefits from such a lesson. His contact with each of his students is greatly increased, providing the means by which he can more accurately assess the effectiveness of his teaching, and gain insights into the personalities of those he teaches.

In such ways, this type of individualized instruction fosters cohesion, not diffusion in the classroom, and thus serves as a basis from which better learning experiences may be provided to all.



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Arnold Cassey 2505 15th St Rock Island, IL 61201	Richard J. Crook 800 Arnold Street Plainfield, IL 60544	Martha Donnelly 2005 S. Finley Rd., 311 Lombard, IL 60148
Nora E. Chance 1007 E Allen Farmer City, IL 61842	Brother Cyprian, CSC 1443 West Division St. Chicago, IL 60622	Sr. Mary Jo Donovan St. Marys Academy Nauvoo, IL 62354
Arthur R. Cheatham, Jr R R 7, Box 400B2 Decatur, IL 62521	Margaret D. Dahlgren 2315 24th Street Rockford, IL 61108	Bonnie J. Doole Rural Route One Ashland, IL 62612
Ward F. Chick 311 Gale Ave River Forest, IL 60305	Dr. Gerald A. Danzer Hist. Dept., Univ. of Ill Chicago, IL 60680	Richard K. Dralle 225 S. Russell Geneseo, IL 61254
C. D. Chouinard 7701 Ogleby Avenue Chicago, IL 60649		Lois K. Draznik 147 Frederick Ave Plainfield, IL 60644

Allan J. Dreesel 9535 S. Bell Chicago, IL 60643	James L. Everett 800 Southgate, Apt 3 McHenry, IL 60050	Lillian T. Frauman 3900 N. Lake Shore Dr. Chicago, IL 60613
Sr. Mary E. Driscoll Boylan High School Rockford, IL 61103	Duane K. Everhart 1624 E. Burgage Country Club HL, IL 60477	Daniel Fredian 29 N. Broadway Joliet, IL 60435
Robert J. Duran Rural Route Two Vandalia, IL 62471	Gail D. Fahey 7456 Washington No. 405 Forest Park, IL 60130	Ruth E. Franks 122 N. Water Street Decatur, IL 62521
Robert L. Dunlap 18 Princeton Court North Aurora, IL 60542	Laurence J. Fahey 1118 Oat Ct. Palos Heights, IL 60463	Harold R. Fuller 14917 Riverstone Dr. Harvey, IL 60428
Dorothy L. Dunn 2923 1/2 First Avenue Rock Island, IL 61201	Helen G. Fairweather 1352 West Wood St Decatur, IL 62522	Dr. Robert E. Gabler Geog Dept WIU Macomb, IL 61455
Emeric G. Dusic 717 Christie Street Ottawa, IL 61350	Richard L. Fav 8 Two Pine Drive Bement, IL 61813	Mrs. Arthur D. Ganja 2010 Dewey Avenue Evanston, IL 60201
Jack Dye 4726 19th Avenue Moline, IL 61265	Howard Feddema 243 W. Harding Rd Lombard, IL 60148	Sr. Mary J. Garity 640 W. Irving Park Road Chicago, IL 60613
Louis J. Dyroff 701 Fisher Road East Peoria, IL 61611	Ralph W. Feese 1217 King, C., Apt. 32 West Chicago, IL 60185	John D. Gearon 8011 S. Fairfield Chicago, IL 60652
Susan Ebden 434 N. Ardmore, 2B Villa Park, IL 60181	Paul B. Feltenstein 3121 Kings Rd, Apt 304 Steger, IL 60475	Charlotte Getzman 106 Brentwood Court East Peoria, IL 61611
George B. Echols, Jr. 18W070 16th St Villa Park, IL 60181	Arlie Fender Lockport High School Lockport, IL 60441	William G. Getzman 1401 East Washington East Peoria, IL 61611
Cathie E. Edmnett 4101 W. 12th Street Alsip, IL 60658	Henrietta H. Fernitz 6181 N. Winchester Ave. Chicago, IL 60660	Linnea Ghilardi 175 Lake Blvd., Apt. 308 Buffalo Grove, IL 60090
Robert M. Edmunds 5548 S. Rockwell Chicago, IL 60629	Roland G. Flink 2094 Country Club Dr Woodridge, IL 60515	Dorsey D. Gibbons 1410 St. Louis Ave. Vandalia, IL 62471
Eric U. Edstrom, Jr. 339 Ashley Rd. Hoffman Estates, IL 60172	Inge E. Fischer 1114 S. Union Aurora, IL 60538	William B. Gillies 2527 Westchester Blvd Springfield, IL 62704
James M. Edwards 1075 Cascade Aurora, IL 60506	Sr. Mary Ann Fischer Notre Dame High School Quincy, IL 62301	Norman Glick 4950 N. Avers Ave. Chicago, IL 60625
Donald Eken 304 Maple St., Apt. C New Lenox, IL 60451	Darlene Fisher 3321 Noyes Street Evanston, IL 60201	Ann D. Gordon 624 Clark St Evanston, IL 60201
Richard Ekstrom 800 E. NW Hwy., Suite 550 Palatine, IL 60067	Carl F. Flaks 1814 Country Knoll Ln Elgin, IL 60120	Constance A. Grace 2951 S. King Dr. No. 1613 Chicago, IL 60616
Marvin A. Elbert 1116 Logan Ave Elgin, IL 60120	Alberta Flynn 907 Stadium Drive Macomb, IL 61455	Joseph L. Graham Oak Lawn Comm. High Sch Oak Lawn, IL 60453
Joan Ellisburg 1086 Skokie Ridge Dr. Glencoe, IL 60022	Dean M. Folkes 921 Beverly Dr. Wheeling, IL 60090	Dr. Charles E. Gray 113 East Grove Bloomington, IL 61701
Fred G. Escherich 29 Cour Dalene Palos Hills, IL 60463	Marilyn Foran 662 Karen Court Decatur, IL 62526	Miriam Greenblatt Hogarth Lane Glencoe, IL 60022
Sister M. Euphrusine 1444 W. Division Chicago, IL 60622	Sally Fortune 535 Clyde Calumet City, IL 60409	Gerald L. Greer 337 S. Cuyler Ave Oak Park, IL 60302
Arthur Evans Governors St. Univ. Park Forest So. IL 60466	Mary C. Foster 1161-26th St. Moline, IL 61265	Alice Gregory 40 N. Tower Rd., Apt. 6C Oakbrook, IL 60521
Larry A. Evans 70 James Plainfield, IL 60544	Olive S. Foster Ill. St. Historical Library Springfield, IL 62704	James Groce 2 Farthing Lane Belleville, IL 62223
Glenn A. Evans 813 Western Avenue Joliet, IL 60435		

Brenda J. Guth Lincolnshire V-A-2 Pontiac, IL 61764	Mary C. Hempstead 605 Witherspoon Springfield, IL 62704	Phyllis Hurley Elk Grove High School Elk Grove Vill. IL 60007
Maurice Guyseinir 7061 N Kedzie Ave., 901 Chicago, IL 60645	Dennis P. Henderson Box 173 Keithsburg, IL 61442	William N. Hutchinson 105 Oakton Rd. Elk Grove, IL 60007
Rob Halbeck 2333 Sheridan Rd., 1211 Chicago, IL 60637	Lillian Hess Box 138 Mercedosia, IL 62665	Robert J. Hyde 369 Ridge Avenue Elinhurst, IL 60126
Beatrice B. Hall 175 North Park Drive Carlton, IL 61520	John Heuman 170 Heather Lane Hoffman Estates, IL 60172	Michael Illuzzi 1112 S. Fell Normal, IL 61761
Dr. Joseph H. Hall 3333 Elston Ave. Chicago, IL 60618	Sharon Hicks 948 W. 116th St. Chicago, IL 60643	Mardonnia Isenberg 933 Warrington Road Deerfield, IL 60015
Richard C. Halpern 3728 W. 123rd Pl., 212 Alsip, IL 60658	Mrs. Martha L. Hill Rural Route 4, Box 204 Decatur, IL 62521	Paul W. Jackson 1000 West Green St. Bensenville, IL 60106
Gertrude M. Halvorson 777 Graceland Ave. 2E Des Plaines, IL 60016	Mrs. Ralph Hill 1918 Milton Avenue Northbrook, IL 60062	Daniel Jares 160 E. Lake St., Apt. 13B Elmhurst, IL 60126
Edwin R. Hamilton 551 Ross St. Joliet, IL 60435	Timothy G. Hindley 702 W. Center St. Brighton, IL 62012	Earl M. Jeffrey 301 Minerva Glenwood, IL 60425
Joseph A. Hankins J.I. School for the Deaf Jacksonville, IL 62650	Irwin Hirsch 3701 173rd St. Lansing, IL 60438	Robert K. Jenkins 2824 Gifford Place New Lenox, IL 60451
Richard Hansen 322 Washington St. Davenport, IA 52802	Margaret M. Hoesch 625 N. Loomis St. Naperville, IL 60540	James S. Jennings 403 W. Lincoln Mount Morris, IL 61054
Constance R. Hardman 4734 Highland Ave Downers Grove, IL 60515	Gene L. Hoffman 1000 W. Green St. Bensenville, IL 60126	Phillip W. Jennings P.O. Box 44 Payson, IL 62360
Helen K. Harman Pittsfield High School Pittsfield, IL 62363	Fr. Jim Hoffman St. Joseph Seminary Oakbrook, IL 60521	Kathy Ann Jent Rural Route 1, Box 395 Johnston City, IL 62951
Sandra D. Harmon 305 Highpoint Rd. Norman, IL 61761	Philip A. Hoffman P.O. Box 23 New Lenox, IL 60451	Marie A. Joallier 7443 Washington Forest Park, IL 60130
Thomas C. Harris 6N600 Medinah Road Roselle, IL 60172	Glenn E. Hoffmann 154 Bradley Lane Hoffman Estate, IL 60172	Christine A. Johnson 904 Michigan Avenue Evanston, IL 60202
Ronald Harshman 1500 Anthony Dr. 22 Champaign, IL 61820	Helen L. Hoing 312 East Grant Macomb, IL 61455	David Johnson Sunset Ridge School Northfield, IL 60093
Hazel Hartman 114 South Loomis Naperville, IL 60540	Howard B. Holcombe 650 Wood St. West Chicago, IL 60185	Michael G. Johnson 3342 W. 95th St. Hickory Hills, IL 60457
Joe Hartmann 116 W. Main Barrington, IL 60010	Kenneth P. Holmes 1035 Gladish Lane Glenview, IL 60025	Richard E. Johnson 128 Glendale Columbia, IL 62236
David W. Harvey 219 Galewood Dr. Noltingbrook, IL 60439	Darrell Holmquist 616 Nicholson St. Joliet, IL 60435	Robert L. Johnson 1 Frontenac Lane Granite City, IL 62040
John C. Haworth 519 Witherspoon Dr. Springfield, IL 62704	Myrtle T. Horak 1719 13th Street Mohne, IL 61264	Betty Johnston 7446 S. Indiana Ave. Chicago, IL 60619
Stephen B. Helder 708 West Jefferson Bloomington, IL 61701	Eva L. Horine Rural Route Two Macomh, IL 61455	Geri Jones Rural Route 1, Box 163 Edwardsville, IL 62025
C. William Heller 3816 Knollwood Lane Glenview, IL 60025	Emilie Huck 543 West Second St. Centralia, IL 62801	Lyle Jones 2817 30th Avenue Rock Island, IL 61201
W. L. Hemeyer 2733 Jacqueline Lane Waukegan, IL 60085	Marliou Hudacek 5723 Dorchester, Apt. H Chicago, IL 60637	Preston M. Jones 2009 Walnut St. Murphysboro, IL 62966

Don C Jordahl Greenville College Greenville, IL 62246	Lillian Kubinski 1660 Kensington Ave. Westchester, IL 60153	Donald H Lindstrom 1165 Melitor Road Aurora, IL 60505
Karl Jordan 1509 Howard Ct. Pekin, IL 61554	Dana Kurfman Prince Georges County School Upper Marlboro, MD 20870	Lenore Lipkin 4250 Marine Drive, 1728 Chicago, IL 60613
Paul Jordan 815 North Vail Arlington Hts., IL 60004	Eleanor Lacopoulos 16100 Seton Road South Holland, IL 60407	Lowel Livezey 7245 S. Merrill Ave Chicago, IL 60649
Alice Jurica 3176 Meadow Lane Merrionette Park, IL 60355	Laidlaw Brothers Thatcher and Madison River Forest, IL 60305	Larry Lock 212 E. Church St. Kewanee, IL 61443
Kay Kamin 1416 N. Sandburg Chicago, IL 60610	Sr. Vincella Lake Notre Dame High School Quincy, IL 62301	Ilyse Lopatin 2146 W. Greystone Place Hoffman Estates, IL 60172
Gayle Kaplan 110 Webster Ct. Hoffman Estates, IL 60172	Morris Lamb Southern Illinois Univ. Carbondale, IL 62901	Jerry Luallen 1515 Winthrop Lane Rockford, IL 61107
David Keeley 226 Carver Lane Schaumburg, IL 60172	Charles R. Lane Route 2 Geff. IL 62842	Alvin Lubov 8933 N. Ewing Evanston, IL 60203
Edwin E Keith P O Box 372 Harvey, IL 60426	Robert Lang Williston Hall NIU DeKalb, IL 60115	William Q. Lucas 6326 N. Hermitage Chicago, IL 60660
Gary Kennelly Jamestown Apt. Bldg. 9-1 Belleville, IL 62223	Roger Laraus 814 Reba Place Evanston, IL 60202	Patricia A. Luecke 10833 S. Harlem Worth, IL 60482
Stella Kern 1400 Lake Shore Drive Chicago, IL 60610	Ronald Laramore 114 Seibert Road Ofallon, IL 62268	Richard T. Lumby 1467 Winter Drive Freeport, IL 61032
Dorrell Kilduff 646 East Macoupin Staunton, IL 62088	Dean G. Larson 607 W Park Ave., Apt. 17 Libertyville, IL 60048	Wilma J. Lund 1108 S 2nd Avenue Aledo, IL 61231
Sr. Kathleen Kirk 640 Irving Park Road Chicago, IL 60613	Janis Larson 900 Center, Apt. 5-G Des Plaines, IL 60016	Howard C. Lundvall 4248 Saratoga Ave., K307 Downers Grove, IL 60515
Matt Kochevar 929 Lois Place Joliet, IL 60435	Mary Frances Lavin 1623 N. Eighth St. Springfield, IL 62702	Ray Lussenhop 730 N Harvey Avenue Oak Park, IL 60302
Ronald H. Koehn 301 South Mill Road Peotone, IL 60468	A. Joan Lawson 700 N. E. 7th Ave Aledo, IL 61231	Annette C. Lux 1380 Getzelmann Drive Elgin, IL 60120
Garv A Koeller 1217 11th Avenue, 5 Moline, IL 61265	Bill Lee 39-45 15th St Moline, IL 61265	Sister Mary Lydia St. Thomas Aquinas Conv. Knox, IN 46534
Ervin J. Koppenhoeser 907 Randall Drive Normal, IL 61761	James Lee 2800 Central Road Rolling Meadows, IL 60008	Thomas L. Lyons 2636 W. 97th St. Evergreen Park, IL 60642
Linda Korbakis 215 Lejeune, Apt. 2 South Lockport, IL 60441	Samuel J. Leopardo 806 S. Walnut Arlington Hts., IL 60005	Leland McAlister 3430 23rd Avenue Moline, IL 61265
Mary Ann Kostak 3938 W. 109th St. Chicago, IL 60655	Dr. Ella C. Lippert 704 S. Lynn Street Champaign, IL 61820	John F. McAteer 408 Alden Drive Normal, IL 61761
Lawrence M Kozlowski 1127 Cernak Road Algonquin, IL 60102	Ann Levi 946 Michigan, 1-South Evanson, IL 60202	Kate McCauley 616 West Arlington Chicago, IL 60614
James B. Kracht 425 North Maple Oak Park, IL 60302	C. Patrick Lewis William Raincy Harper Palatine, IL 60067	John W. McClarey 427 North Lincoln Cerro Gordo, IL 61818
Joan L. Krebs 721 N. LaSalle Chicago, IL 60610	James E. Lewis 1715 E. 91st St. Chicago, IL 60617	Donald E. McClure 1905 Harding Drive Urbana, IL 61801
Jerome L. Krintz 3424 Arden Avenue Brookfield, IL 60513	John P. Lewis 820 Northhampton Woodstock, IL 60098	James C. McConnell 812 Sherwood Place Joliet, IL 60435
	Harold Limper 4201 Shirley Drive Belleville, IL 62223	McDougal, Littell & C. P.O. Box 1667 Evanston, IL 60204

Kathleen A McGrath 807-17th St. Bettendorf, IA 52722	Marie-Elena Mazzuca 1635 N. 78th Court Elmwood Park, IL 60635	G. F. Morford 183 N. Dennis Decatur, IL 62522
Edward F. McGraw II 96 Van Buren, No. 12 Peoria, IL 61603	Karen L Meier 2230½ Ripple Street Davenport, IA 52803	Nicholas G. Morison 1965 N. Lincoln Ave. Chicago, IL 60614
Joseph F McGuire 612 Haines Champaign, IL 61820	Cletus Melchior 1532 28th Street Rock Island, IL 61201	Peter Morrison 3633 N California Ave. Chicago, IL 60618
Wayne R. McKee 2018 Belmont Avenue Joliet, IL 60432	Maxene G. Mercer 2044 37th St Rock Island, IL 61201	John S. Morton 18 Bender Rd. Park Forest, IL 60468
Janet S. McLaughlin 2333 Schiller Ave. Wilmette, IL 60091	Ruth Merz 9 South 88th Belleville, IL 62223	Mary H. Muldoon 5448 N. Sawyer Chicago, IL 60625
William P. McLemore Governors St Univ. Park Forest So., IL 60468	Lawrence E. Metcalf 1501 Western Ave. Champaign, IL 61820	Erna E. Murphy 105 Orchard Drive Belleville, IL 62221
Helen McLendon 709 E. Michigan, Apt. 6B Wheaton, IL 60187	David L. Meyer 941 Walnut St. Belvidere, IL 61008	Thomas G. Murray 503 W. Dixon St. Polo, IL 61064
Sr. Judith T. McNulty 1103 40th St. Rock Island, IL 61201	Charles J. Meyers 1300 Ridgewood Dr. Highland Park, IL 60038	Larae Muselman 740 E. Shore Dr., Apt. 3 Pekin, IL 61554
Allan MacLear 547 Jackson Ave. River Forest, IL 60306	Walter A. Mickler, Jr. 1109 N. Cherry St. Galesburg, IL 61401	J. Barney Neahaus 1003 East Warrenville Lisle, IL 60532
Carol W. Madden 1807 S Seventh Ave. Maywood, IL 60153	Frank Milkent Horizon Campus Zion, IL 60099	Alvin Nebelsick 3012 Old St. Louis Rd. Belleville, IL 62223
Sr. Jane Madejczyke 2910 W. Logan Chicago, IL 60647	F. Gene Miller Western Lab Sch., WIU Macomb, IL 61455	Virgil A. Newlin 1007 Mary Street Pekin, IL 61554
Ellen M. Madigan 12559 S 71st Ct. Palos Heights, IL 60463	Harry Miller Southern Ill Univ. Carbondale, IL 62901	J. Newman 440 Aurora Naperville, IL 60540
David L. Maish 651 81st Street LaGrange, IL 60525	Henrietta H. Miller 1417 Emdale Ave., 2A Chicago, IL 60660	Margaret Nier Evanston TWP H. S. Evanston, IL 60202
Larry G. Manning 14 Elmwood LaGrange Park, IL 60628	Jack Miller Moline High School Moline, IL 61265	N. Estrn. Ill. Univ. Lib. Bryn. Mawr. St. Louis Ave. Chicago, IL 60625
Shirley S. Mantlo 1825 Lincoln Plaza 2403 Chicago, IL 60614	James A. Miller Box 373 Vermont, IL 61484	Walter J. Nowicki 15225 S. Oak Road Oak Forest, IL 60432
Marist Soc Stud. Dept Marist High School Chicago, IL 60655	James S. Millikan 845 E. 57th St., No. 1 Chicago, IL 60637	Robert Oakes 101 West Cerro Gordo Decatur, IL 62523
Joseph C. Marrone 2601 Jonquil Lane Woodridge, IL 60515	Larry E. Mings Lake Park High School Roselle, IL 60172	Eileen M. O'Brien 3126 N. 77th Ave. Elmwood Park, IL 60635
Donald F. Marston R 3, 4452 Willow Lane Rockford, IL 61103	Jerry K. Mitchell Waterloo Unit 5 Waterloo, IL 62298	Doris J. O'Connor 616 West Patterson Chicago, IL 60613
Virginia Martin P. O. Box 151 Roseville, IL 61473	Margaret M. Mongoven 2237 Homer Street Chicago, IL 60647	Carol Olesen 4108 11th St East Moline, IL 61244
Virginia Mattes 2203 Horeb Avenue Zion, IL 60099	Anna Moore 960 Sixth Ave. Aurora, IL 60505	Thomas R. Oller 417 Meadow Lane Libertyville, IL 60048
Sr. Marcella Maurer 800½ S 5th, Box 1180 Springfield, IL 62705	Robert E. Moore 1301 Gilbert Ave. Downers Grove, IL 60515	Phyllis Olmstead 281 Northwood Rd. Riverside, IL 60548
Patricia Maxwell 425 N. Michigan Chicago, IL 60611	Thomas Moorman 933 N. Oakwood Ave. Lake Forest, IL 60045	Dr. Arthur A. Olsen 1333 Parkview Drive Macomb, IL 61455

Marjorie A. Olson Route 2, Box 189 Barrington, IL 60010	Katherine Pigott 1200 W. College Jacksonville, IL 62650	Kevin Reedy 9603 S. Richmond Ave. Evergreen Park, IL 6042
Sr. Louanna M. Orth 3000 N. Mango Ave. Chicago, IL 60634	Jane A. Ping 314 South Oak Arthur, IL 61911	David W. Renz 201 Thames Pkwy., Apt. 1E Park Ridge, IL 60068
Janice Overley 2234 Goebbert Rd. 422 Arlington Hts., IL 60005	Sr. Mary J. Podraza 2940 West 40th Place Chicago, IL 60632	Norm R. Repplinger 1523 Anderson Dr. Palatine, IL 60067
Lorraine Owles 432 W. Harrison Oak Park, IL 60304	John Pomatto 6N600 Medinah Road Roselle, IL 60172	Donald J. Reyes 338 Geortean Ct. Sycamore, IL 60178
Thomas A. Parker 1001 McHenry Ave. Woodstock, IL 60098	Al Popowitz 422 N. Scoville Oak Park, IL 60302	Charles Rezba 408 S. Belleville St. Freeburg, IL 62243
Gordon Pasley 624 Hill Brook Quincy, IL 62301	William E. Porter, Jr. 1501 S. Harlem, A-106 Forest Park, IL 60130	Steven A. Ricci 416 Circle Hill Dr., 203 Arlington Hts., IL 60004
William Paterson 1219 E. London Wheaton, IL 60187	Frederic J. Pottinger 944 Arbor Lane Glenview, IL 60025	Judith A. Richards 1904 South College Springfield, IL 62704
Fred Patterson College Lake County Grayslake, IL 60030	Christine M. Powell 338 S. Cedar St. Palatine, IL 60067	Thomas Rife 2901 Central Rolling Meadows, IL 60010
James Patzer 730 E. Shore Drive Pekin, IL 61554	Daniel Powell 2025 Sherman Avenue Evanston, IL 60201	Frederick Risinger 306 Memorial West Bloomington, IN 47401
Randolph Pavlik 19839 Mokena St., Bx. 701 Mokena, IL 60448	John Prater 1001 South Spring Ave LaGrande, IL 60525	Lydia C. Robbert 427 North Humphrey Ave. Oak Park, IL 60302
Harmon E. Peaco 21 W. Paddock Street Crystal Lake, IL 60014	Susan Preglow 6349 N. Oriole Chicago, IL 60631	James Roche 4900 Barry Chicago, IL 60641
John C. Penneyer 5221 Meyer Dr. Lisle, IL 60532	Alan E. Prochaska 315 Salem Arlington Hts., IL 60006	Robert A. Rodey 8 Waverly Court Park Forest, IL 60466
Thyra Perry 1174 25th Street Moline, IL 61265	Virginia Puchner 3500 Calwagner Franklin Park, IL 60131	Romeoville HS Soc. St. Rt. 53 & Taylor Rd. Lockport, IL 60441
Ed Peterhoff 509 9th Ave. Hampton, IL 61256	Lucile Purcell 2084 East William Decatur, IL 62521	Edward A. Roof 115 West Church St. Mascoutah, IL 62258
Connie M. Peters 162 Swallow Bloomingdale, IL 60106	Earl G. Pyle 1980 Berkeley Road Highland Park, IL 60035	Jackie Roppo 3032 W. 118th St. Merrionette Prk., IL 60655
William A. Peters 2228 Downing Ave. Westchester, IL 60153	George Quackenbos 411 Sheraton Drive Belleville, IL 62223	Donald C. Rose 2414 3rd St. Moline, IL 61265
Warren J. Petersen Box 121 Morrisonville, IL 62546	Frances Rabinowitz 1760 Clifton Highland Park, IL 60035	Roberta D. Roselli 2637 W. Fitch Chicago, IL 60645
Larry Peterson 50 Burr Oak Ct. Lake Zurich, IL 60047	George W. Rader 722 W. Buena Chicago, IL 60613	Daniel Roselle 1201 Sixteenth St. N.W. Washington, IL 20036
Irene C. Phillips 519 Fisher Avenue Rockford, IL 61103	Steven Radovich 1823 46th Street Moline, IL 61265	Stanley Rosen Chicago Circle Campus Chicago, IL 60680
Ann M. Pictor 720½ W. Edwards Springfield, IL 62704	Dennis H. Raetzke 1107A Florida Av., No. 32 Urbana, IL 61801	June E. Rosencrantz 6526 B Northwest Hwy. Chicago, IL 60631
Rita M. Pierce 158 S. Sycamore El Paso, IL 61738	Robert H. Ratcliffe Law In Amer. Soc. Found Chicago, IL 60602	Wilbert Rosin 755 Monroe River Forest, IL 60305
Gerald Pierson Eastern Ill. University Charleston, IL 61920	John W. Rathbun 308 James Parkway Washington, IL 61371	Georgia P. Rountree 133 Green Castle Springfield, IL 62707

Mary Lou Rowan 10440 S. Natoma Chicago Ridge, IL 60525	Ralph A. Schuler 828 S. Lombard Oak Park, IL 60304	Carol Simone 6551 North Chicora Chicago, IL 60649
Eleanor Runquist 1739 Jarvis Ave. Chicago, IL 60626	Carl H. Schupmann 517 Sherman St. Downers Grove, IL 60515	Marvin Dale Simpson RR 3, Ashley Road Mount Vernon, IL 62864
Paul O. Rust 8 Ogden Rd. Jacksonville, IL 62650	Carl R. Schwerdtfeger Rural Route Two Elizabeth, IL 61028	Kenneth Singer Bd. of Ed., 228 N. LaSalle Chicago, IL 60601
Betty Ryan Scott Foresman and Co. Glenview, IL 60025	John Scott 440 Aurora Naperville, IL 60540	Len Sirotski 1621 West Norwell Lane Schaumburg, IL 60172
Daniel H. Ryan 2500 North Crawford Evanston, IL 60062	Marjorie L. Scott 1318 Leona Terrace Arlington Hgts., IL 60005	Mrs. Lester Skaggs 359 Osage St. Park Forest, IL 60466
Patrick Ryan 1129 N. Massasoit Chicago, IL 60651	James P. Szczepaniak 1317 North May St. Joliet, IL 60435	Sr. Jessica Slack 7650 South Linder Ave Burbank, IL 60459
Suzanne Ryan 1129 N. Massasoit Chicago, IL 60651	Alex R. Seith 135 S. LaSalle Ste. 2500 Chicago, IL 60603	Francis E. Sloat 7026 174th Place Tinley Park, IL 60477
John F. Ryman Lincoln Comm. H. S. Lincoln, IL 62656	Harold E. Seiver Rural Route One Viola, IL 61486	James R. Smith 246 Arrowhead Park Forest, IL 60486
Charles E. Samec 614 S. Clarence Ave. Oak Park, IL 60304	Leonard L. Semon 2028 North 16th St. Springfield, IL 62702	Robert F. Smith 1919 S. Ashland Chicago, IL 60600
Paul Sampson 1268 West Marietta Decatur, IL 62522	Helen Severance Nat'l Accel. Lab., Box 500 Batavia, IL 60510	Shirley J. Smith 5932 S. Karlov Ave. Chicago, IL 60629
Janet Sator 3062 North Nordica Chicago, IL 60634	Patricia Shanks 3520 W. 147th St. Midlothian, IL 60445	Thaddeus Smith 9575 Terrace Place Des Plaines, IL 60016
Clif Satterthwaite 16377 Head Avenue Hazel Crest, IL 60429	Phillip R. Shatto 21 Lou Juan Dr., RR 4 Edwardsville, IL 62025	Mrs. John A. Snithers 741 23rd Ave., Ct. Moline, IL 61265
Kevin P. Scanlin 7810 S. Kolmar Chicago, IL 60652	Jean E. Shawver 408 N. 10th St. Monmouth, IL 61462	Ethel L. Snider Rural Route One Tuscola, IL 61953
J. Schaertl 6822 Magoun Ave. Hammond, IN 46323	Bailey W. Shearer 1228 Gregory Ave. Wilmette, IL 60091	James Snopko 325 Norwalk Rd. Springfield, IL 62704
Helena Schafer 4034 Stearns Ave Granite City, IL 62040	James D. Sheehan 502 W. Euclid Arlington Hts., IL 60004	Cal D. Snow Box 233 Rome, IL 61562
Kenneth Schaller 933 N. Patton St. Arlington Hts., IL 60004	William R. Shirer 19W307 6 Winthrop Way Downers Grove, IL 60515	Chris Sny 2117 Vernon Drive Elgin, IL 60120
Schaumburg Twp. Elem. Comm. Cons. School Dist. 54 Schaumburg, IL 60172	George Shomody 12345 Benck Drive Alsip, IL 60658	Ruth Sohn 837 S. Glenwood Springfield, IL 62704
Sy Scheeta Morton West H.S. Berwyn, IL 60402	Murray M. Short 8 James Place Bloomington, IL 61701	Charlotte Sonnenfeld 1930 N. Pine Grove Chicago, IL 60613
Denny L. Schillings 404 Huron St. Park Forest, IL 60466	Arrah J. Shumaker 1200 East Laurel Olney, IL 62450	David Soverein 11102 84th Ave. Palos Hills, IL 60465
J. R. Schneider 1000 North Wolf Rd. Northlake, IL 60164	Bernadette Anne Sigl. 712 Berkshire Lane Schaumburg, IL 60172	Richard C. Sparks 1609 S. Greenwood Park Ridge, IL 60068
Virginia Schnepf Dept. Elem. Ed., Ill. State Normal, IL 61761	Della C. Simmons 408 Gladstone Rd. Jacksonville, IL 62850	William G. Spear 3900 Glenview Rd. Glenview, IL 60025
James E. Schnitz 9205 Potter Road Des Plaines, IL 60016	Ida H. Simmons 1322½ Hinman Evanston, IL 60201	Patricia Spencer 3236 N. Natchez Chicago, IL 60634

Charles R. Spillner 886 Hillandale Dr. Antioch, IL 60002	Lee Jack Swanson Lowpoint-Washburn JR HI Washburn, IL 61570	David D. Victor 586 Saylor Ave. Elmhurst, IL 60126
James Spivey 10332 S McVicker Chicago Ridge, IL 60415	J. Timothy Sward 1234 N. Academy Galesburg, IL 61401	Sister Victorian Lourdes High School Chicago, IL 60629
Arthur W. Sprague, Jr. 216 S. Park Rd. LaGrange, IL 60525	Herman J. Sweeney 300 W. Washington, 914 Chicago, IL 60606	William F. Vierling 404 S College Ave. Aledo, IL 61231
William Sprague Lyons Township H.S. LaGrange, IL 60525	Kevin J. Swick Rural Route One Carbondale, IL 62901	Sister M. Viola 1023 West 32nd Place Chicago, IL 60608
Jan Staker Rural Route Two Morton, IL 61550	Mel Swiedarke 100 E. Edwards St. Springfield, IL 62704	Eleanor Volberding Northern Ill. Univ. DeKalb, IL 60115
William Starkey Notre Dame High School Quincy, IL 62301	Rosemary Tabak 1077 Tower Rd. Winnetka, IL 60093	Laverne Volbrecht 415 N. Oak St. Itasca, IL 60143
Albin R. Stasiak 3633 N. California Ave Chicago, IL 60618	Mary Anne Taylor 6921 S. Oglesby Ave. Chicago, IL 60649	Carmille Vrheil 355 North Delaplaine Riverside, IL 60548
Lorraine A. Stastny 6039 South Talman Chicago, IL 60629	Sister M. Therese 1444 W. Division St. Chicago, IL 60622	David H. Waldschmidt 340 White Oak Lane Winnetka, IL 60093
Sharon Steberl 6335 N. Winthrop 404 Chicago, IL 60660	Gerald R. Thomas 909 N. Beverly Lane Arlington Hts, IL 60004	Robert C. Walter 8907 Saratoga Dr. Bridgeview, IL 60455
Clarence Stegmeler 15030 Myrtle Avenue Harvey, IL 60425	Marguerite Thomas 411 11th St. Rochelle, IL 61068	Frances S. Watkins Danville High School Danville, IL 61833
John J. Steinbach 113 E. Central Lombard, IL 60148	Diane C. Thompson 2205 Kingston Dr. Wheaton, IL 60187	Mary S. Watson 2324 Peoria Road Springfield, IL 62702
Donovan Steiner 508 Maple Greenville, IL 62248	Herbert C. Thompson 1600 29th St. Moline, IL 61263	Mildred C. Werner 23 South Home Avenue Park Ridge, IL 60068
Mary Stephany 4512 Grace Schiller Park, IL 60176	Berardo Tierney 29 North Broadway Joliet, IL 60435	J. W. Wheatley Central School Centralla, IL 62801
Terry L. Stevings 163 Dartmoor Dr. Crystal Lake, IL 60014	Janet K. Tobey 404 Hillcrest Lane Lombard, IL 60148	Soc Studies/West H. S. 1940 N. Rockton Avenue Rockford, IL 61103
William P. Stewart 1624 Washington Ave. Wilmette, IL 60091	Judith Tompkins 228 Vernon Dr. Bolingbrook, IL 60439	Joseph L. White 1106 N. State Bloomington, IL 61701
Muriel Stone 5612 S. Lee Downers Grove, IL 60515	George Torhan 4115 Homerlee East Chicago, IN 46312	Richard J. White Rich Central High School Olympia Fields, IL 69461
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Lorraine F. Supinski 3347 South May St. Chicago, IL 60608	John R. Varland 104 North Michigan Villa Park, IL 60181	Barbara W. Wilson Rural Route 5, Box 99 Mount Vernon, IL 62264

Carolyn Wilson 3008 Unlo St. Steger, IL 60475	Chuck Wyne Rt 5, Box 262 139th St Lockport, IL 60441	William J. Zakavec 4122 S Ridgeland Stickney, IL 60402
Mary J. Wilson 517½ Gibson St. Eau Claire, WI 54701	Phyllis M. Yahnke 505 Division St Plainfield, IL 60544	Albert Zeblo 709 Keebler Collinsville, IL 62234
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